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ED 464 201   AA 001 346

Resources in Education (RIE). Volume 37, Number 11.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- The print version of "Resources in Education" ceased publication with Volume 36, Number 12, December 2001. RIE data will continue to be produced and will be available in electronic format.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE), the document portion of the ERIC database, announces (catalogs, indexes, abstracts) documents of interest to the educational community, including researchers, teachers, students, school board members, school administrators, counselors, parents, etc. It provides for electronic searching by Subject, Personal Author, Institution, Publication Type, ERIC Clearinghouse Number, Geographic Source, Target Audience, and other data fields. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database. The COM edition contains all five of the indexes formerly available in the printed edition. The first accession in each issue of RIE data is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (AB)

ED 464 202   CE 082 661

Livingstone, D. W.
Basic Patterns of Work and Learning in Canada: Findings of the 1998 NALL Survey of Informal Learning and Related Statistics Canada Surveys. NALL Working Paper.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 89p.; Tables 2.1, 2.2, 2.4, 2.5, 2.6, 2.8 and 2.9 are incomplete in text; complete copies are at end of the document. Report commissioned by the Canadian Policy Research Networks.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adults; Change; Developed Nations; Economic Development; Economic Factors; *Education Work Relationship; *Educational Needs; Educational Philosophy; Educational Policy; Employment; Employment Projections; *Employment Qualifications; Foreign Countries; Futures (of Society); Government Role; Housework; Informal Education; Job Skills; Knowledge Level; Labor Needs; Lifelong Learning; National Surveys; On the Job Training; *Participation; Postsecondary Education; Tables (Data); *Underemployment; Volunteers
IDENTIFIERS- Canada

A study provided extensive statistics and documentation of Canadian adults' work and learning activities. The study

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; Agency Cooperation; *Community Education; Data Collection; Developed Nations; *Educational Assessment; Educational Cooperation; *Educational Quality; Foreign Countries; *Partnerships in Education; Program Development; Program Evaluation; Program Improvement; *Self Evaluation (Groups)
IDENTIFIERS- Local Education Authorities (United Kingdom); United Kingdom

This booklet gives smaller adult and community learning (ACL) providers and their partners a practical insight into how to adapt current approaches to quality improvement for their own institutions. The first sections set out how they can do the following: plan the process; collect, collate, and analyze data; make value judgements and act upon them; and organize processes for continual monitoring and review. Each stage is looked at in turn, and the issues facing smaller providers and their partners are considered. The final section, Local Education Authorities Contracting with Smaller Providers, outlines how local education authorities can work with their ACL partners on self-assessment. Appendixes include lists of 11 references and 8 useful Web sites. (YLB)

ED 464 220 CE 083 139

Cousin, Sue
Improving Colleges through Action Research. Research Report.
SPONS. AGENCY- Department for Education and Skills, London (England).
PUB DATE- 02
NOTE- 64p.; Part of the Raising Quality and Achievement (RQA) Programme.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Action Research; Case Studies; Developed Nations; *Educational Environment; Educational Research; Foreign Countries; *Intervention; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Improvement; School Holding Power; Student College Relationship; Student Personnel Services; Success; Theory Practice Relationship
IDENTIFIERS- *United Kingdom

This report outlines the characteristics that appear to make the process of action research effective in improving student outcomes and summarizes some strategies that practitioners believe can be transferred using the process. Part 1 describes the process followed by the successful projects and shares the insights they gained. Characteristics that correlate with a high degree of success are organized in line with these five stages of the action research process: analysis; planning and preparation; action, monitoring, adjusting; evaluation; and "next steps." Part 2 summarizes intervention strategies applied during action research and outlines some issues colleges reported during their implementation. A table lists the strategy with corresponding comments, a collation of the insights gained by the colleges. The appendix gives a list of colleges participating in the Round 2 program and a list of 41 references on the nature and use of action research and case study methods in educational research. (YLB)

ED 464 221 CE 083 140

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Dhanarajan, Gajaraj
Reflections on Ten Years of the Commonwealth of Learning.
PUB DATE- 01
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Access to Education; Adult Education; Colleges; Cooperative Planning; Delivery Systems; Developed Nations; Developing Nations; *Distance Education; Educational Cooperation; Educational History; Educational Needs; Educational Resources; Educational Technology; Foreign Countries; Futures (of Society); Global Approach; International Cooperation; *International Organizations; Needs Assessment; *Open Education; *Organizational Development; *Organizational Objectives; Postsecondary Education; Program Development; Shared Resources and Services; Strategic Planning; Technical Assistance; Universities
IDENTIFIERS- Africa; Asia; Canada; *Commonwealth of Learning; Commonwealth of Nations; Information Age; Marginalized Groups; *Organizational History; United Kingdom

This document reviews the 10-year history of the Commonwealth of Learning (COL), which is an intergovernmental organization that was created by Commonwealth of Nations heads of government to encourage the development and sharing of open learning and distance education knowledge, resources, and technologies. The following are among the topics discussed in the document's six sections: (1) the challenges facing the COL at its inception; (2) the Briggs and Daniels reports as the impetus for the COL's establishment; (3) major COL activities (creating and developing institutional capacity; developing programs in distance education; providing information and consultancy; supporting staff training and management; establishing communication links; conducting education and applied research; providing access to teaching materials; establishing policies for recognizing academic credit; providing support services to students); (4) the need for open learning and distance education around the world (needs of marginalized groups and people in developing countries); (5) the COL's role in establishing a bridgehead into the information age; and (6) new directions for the COL in a global world (factors likely to increase the importance of open and distance education; selected initiatives to improve delivery of open and distance education; and strategies for the future). (A list of 170 COL publications is appended.) (MN)

ED 464 239   CE 083 197

Burkitt, Ian; Husband, Charles; Mackenzie, Jennifer; Torn, Alison
Nurse Education and Communities of Practice. Researching Professional Education Research Reports Series.
PUB DATE- 01
NOTE- 116p.; Written with Rosemary Crow. Includes "Clinical Judgement and Nurse Education: Nursing Identities and Communities of Practice. Research Highlights 44."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); Affective Behavior; Caregiver Role; Clinical Experience; Cognitive Processes; Collegiality; Education Work Relationship; Employment Qualifications; *Experiential Learning; Focus Groups; Foreign Countries; Higher Education; Holistic Approach; Interaction;

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ED 464 256   CE 083 222

The Certificates in General Education for Adults--CGEA (2002-2006). ARIS Information Sheet.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 02
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Adult Learning; Adult Literacy; Adult Reading Programs; *Adult Students; Credentials; Curriculum; *Delivery Systems; Educational History; Educational Objectives; Educational Opportunities; Educational Practices; Foreign Countries; *General Education; Guidelines; *High School Equivalency Programs; Learning Modules; Literacy Education; Numeracy; Postsecondary Education; Skill Development; *Student Certification; Student Evaluation; Teacher Competencies; Trend Analysis
IDENTIFIERS- Australia; *Certificates of General Educ Adults (Australia)

The Certificates in General Education for Adults (CGEA) provide a range of educational opportunities for Australian adults who have not completed secondary education to improve their literacy, numeracy, and general education skills. The CGEA was first accredited in 1992 and is currently accredited for January 2002-December 2006. The CGEA is premised on the understanding that effective literacy and numeracy skills development occurs within the following social contexts: family and social life; workplace and institutional settings; education and training contexts; and community and civic life. The CGEA reflects current thinking on adult learning and aims to provide adult learners with the following things: (1) an accredited general education course; (2) skill development in reading, writing, and numeracy; (3) skill development in various areas to meet personal needs and facilitate participation in the community, workplace, and/or further education and training; and (4) pathways to further education and training. There are no formal entry requirements for learners wishing to undertake the CGEA. The CGEA is a framework curriculum, consisting of core and elective modules, from which four certificates can be offered. Teachers of the CGEA should meet the competency requirements set by the Australian Qualifications Training Framework. Teaching practices and assessment methods should take the diversity of CGEA learners into account. (MN)

ED 464 257   CE 083 223

Welfare Reform. Hearing before the Subcommittee on Human Resources of the Committee on Ways and Means. House of Representatives, One Hundred Seventh Congress, First Session.
PUB DATE- 01
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; Delivery Systems; Educational Needs; Eligibility; Employment Patterns; Family Life; Family Problems; *Federal Legislation; Federal State Relationship; Hearings; Income; Job Training; One Parent Family; *Policy

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ED 464 275 CG 031 695

Toepfer, Conrad F., Jr.
Paradigms for Future Guidance Programs: A Longitudinal Approach to Preparing Youth for Employability.
PUB DATE- 02
NOTE- 24p.; In: Building Stronger School Counseling Programs: Bringing Futuristic Approaches into the Present; see CG 031 688.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Benchmarking; Comparative Education; *Educational Quality; Elementary Secondary Education; *Employment Potential; *Guidance Programs; Models; Public Education; School Counseling; Teaching Methods
IDENTIFIERS- New York

As adults, today's students will have to deal with emerging problems societal changes are creating. Improving public education for all will require educational reform that better accommodates under-served American youth. This chapter discusses the educational standards movement, which assumes that virtually all learners can achieve educational benchmarks through assessments at set points in the elementary- and secondary-school continuum. Most states cap that with high-stakes testing near the conclusion of high school. This chapter addresses the approach in New York state as an example of what is occurring across the nation. It is proposed that changes in the current American school model must accommodate the difference-of-kind educational demands faced as we enter a new century and millennium. The goal for all American students to achieve higher standards will require a school paradigm that is, in some respects, similar to those in Germany and Japan. American teachers need extended time and opportunity to plan instructional means that increase success across the range of their students. (Contains 16 references.) (GCP)

ED 464 276 CG 031 696

Lindsey, Randall B.; Robins, Kikanza Nuri; Lindsey, Delores B.
The Counselor as a Member of a Culturally Proficient School Leadership Team.
PUB DATE- 02
NOTE- 21p.; In: Building Stronger School Counseling Programs: Bringing Futuristic Approaches into the Present; see CG 031 688.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Counselor Characteristics; *Counselor Role; *Counselor Training; Cultural Awareness; *Cultural Pluralism; Educational Environment; Elementary Secondary Education; Models; *School Counseling; *School Counselors
IDENTIFIERS- *Diversity Training; *Multicultural Counseling

The paradigm presented in this chapter is predicated on certain assumptions about the future of schools and schooling as well as the role of the school counselor. These assumptions include: the cultural and demographic profile of school counselors will continue to be different from students; the counselor will have an ever-present role on school leadership teams; although the traditional high school will continue, alternative programs

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PUB DATE- 01
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Mental Health; Mental Health Programs; *Organizations (Groups); *Resource Centers; *Resources; Student Development
IDENTIFIERS- Psychosocial Development

Many resource centers are concerned with matters related to addressing barriers to learning and development (including a focus on mental health and psychosocial problems). This concern also usually encompasses matters related to promoting effective instruction and healthy development. On May 7th, 2001, 16 of these centers met in Washington, DC for a face-to-face interchange about how the host of resource centers could enhance formal connections. The meeting was convened in response to the recognized need for greater interface among centers in order to reduce unnecessary redundancy, enhance complementariness, and enable centers to benefit more extensively from each other's expertise. Implicit in this is the belief that more formal relationships among such centers will enhance benefits to the fields that each center means to advance. The specific objective of the session was to begin a discussion among a critical mass of resource center directors about ways to enhance linkages, networking, and coordinated efforts in arenas where work overlaps. This report highlights information about the centers, the work accomplished by the group at the meeting, and next steps related to advancing an initiative to enhance resource center collaboration. Three appendixes list the meeting's participants, an initial mapping of overlapping resource centers, and a table of the primary and secondary foci of participating centers. (GCP)

ED 464 299   CG 031 725

Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports. A Center Report.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 01
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Cooperation; *Delivery Systems; *Educational Resources; *Mental Health; Partnerships in Education; Resource Allocation; Services; *Shared Resources and Services; Student Development

The Center for Mental Health in Schools has explored new infrastructure mechanisms designed to ensure that schools pay more systematic attention to how they use resources for addressing barriers to student learning and promoting healthy development. This report highlights key infrastructure mechanisms for enhancing education supports and stresses how resource-oriented mechanisms are required for oversight, leadership, resource development, and ongoing support. Such mechanisms provide ways to arrive at decisions about resource allocation; maximize systematic and integrated planning, implementation, maintenance, and evaluation of education

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Micciche, Laura R.
Emotional Subjects for Composition.
PUB DATE- 02
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Higher Education; *Program Administration; *Teacher Attitudes; Teacher Surveys; Teaching Conditions; Teaching (Occupation); *Writing Instruction; Writing Research
IDENTIFIERS- Academic Professions; Administrator Surveys; Emotion Theory; *Emotional Expression

Metaphors such as "gypsy academics," "freeway flyers," and "contingent laborers," ascribed by compositionists to their work and its conditions, comment on the low status of composition specialists and teachers in academic hierarchies. Work is the activity around which a profession forms, and, as such, it produces emotional dispositions compatible with specific locations in the workforce. If composition's self identification has historically located its work in the margins of English Studies, what does this say about the production of feeling that is encouraged through and by these locations? The way compositionists' work is organized, as well as the metaphors used to describe their locations in the workplace, has everything to do with the social organization of emotion expression, consumption, and production. This paper offers a tentative exploration of emotion work--both enjoyable and oppressive--in composition as it is tied up with locations in the professional workforce. The exploration in the paper is based on responses (n=21) received from a survey distributed on the WPA-Listserv, a listserv for writing program administrators and writing teachers across higher education. According to the paper, in their ranking of the frequency of emotions experienced in their work lives, respondents identified, from a list provided, disappointment, frustration, enthusiasm, empathy, and joy as the most prominent. Taking a cue from the WPA respondents, the paper finds that emotions--even those considered "negative"--can be a galvanizing force for generating change and for working through the stream of obstacles that threaten to subvert good teaching practices. (NKA)

ED 464 322   CS 510 779

Bokser, Julie A.
Moving up the Block: Learning To Think Like a Peer.
PUB DATE- 02
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; *College Environment; College Faculty; Collegiality; *English Departments; Higher Education; *Interprofessional Relationship; Loneliness; Politics of Education; *Writing Instruction

a relationship with two participant instructors for the course "Computer Composition Mentoring" and the methodological framework that mediated that relationship and then attends to the specifics of the data. (Contains 49 references, 7 notes, and 2 figures.) (NKA)

ED 464 341 CS 510 947

George, D'Ann Pletcher
"In the Thick of the Fight": Service and Learning in Progressive Era Composition.
PUB DATE- 02
NOTE- 23p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; *Educational History; Higher Education; *Social Action; *Womens Education; *Writing Instruction
IDENTIFIERS- *Bryn Mawr College PA; *Progressive Era; Purpose (Composition); Voice (Rhetoric); Writing Contexts

This paper is concerned with the history of the attempt of progressive-era students at Bryn Mawr College to explore their interest in social-reform work through the writing that they did in required composition courses. In particular, the paper focuses on how these women attempted to fashion a public voice for themselves that could articulate their vision for bettering the world, and at the same time, please their immediate audience--the instructors charged with their formal training in rhetoric and composition. In some ways the documents examined speak to the difficulty and awkwardness of that task when the stated mission of the college begrudgingly tolerated but did not embrace preparation for public service. And, the paper continues, neither did the stated purpose of writing courses stray very far from the officially sanctioned ideas about the goals of the Bryn Mawr women's education--and yet, composition instructors allowed students to write about their ideas for bringing about change in society, thus offering many college woman what was perhaps their first opportunity to craft a public voice as social reformers. (Contains 20 references and 4 notes.) (NKA)

ED 464 342 CS 510 948

Donehower, Kim
Women, Literacy, and the Management of Identity.
PUB DATE- 02
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Females; *Illiteracy; *Independent Study; Letters (Correspondence); *Literacy; *Research Methodology
IDENTIFIERS- Appalachia (South); *Autodidacticism; North Dakota; Research in Progress

This paper describes current phases of two research projects: a completed one in southern Appalachia and another one to begin

GA; Statement of Bill Hammond, Instructional Coordinator, DeKalb County Public Schools, Decatur, GA; Statement of Pat Biggerstaff, Assistant Principal, J.A. Maxwell Elementary School, Thomson, GA; Statement of Michael Vollmer, Executive Director, Office of Education Accountability, Georgia State Department of Education, Atlanta, GA; Statement of Alvin Willbanks, Superintendent of Schools, Gwinnett County, Lawrenceville, GA; Statement of Cindy Loe, Associate Superintendent for Organizational Advancement, Gwinnett County, Lawrenceville, GA; Appendix A--Written Opening Statement of Chairman John Boehner, Committee on Education and the Workforce, U.S. House of Representatives; Appendix B--Written Statement of the Honorable Roy Barnes, Governor, State of Georgia; Appendix C--Written Statement of Linda Schrenko, Georgia State School Superintendent, Atlanta, GA; Appendix D--Written Statement of Bill Hammond, Instructional Coordinator, DeKalb County Public Schools, Decatur, GA; Appendix E--Written Statement of Pat Biggerstaff, Assistant Principal, J.A. Maxwell Elementary School, Thomson, GA; Appendix F--Written Statement of Michael Vollmer, Executive Director, Office of Education Accountability, Georgia State Department of Education, Atlanta, GA; Appendix G--Written Statement of Alvin Willbanks, Superintendent of Schools, Gwinnett County, Lawrenceville, GA; and Appendix H--Written Statement of Cindy Loe, Associate Superintendent for Organizational Advancement, Gwinnett County, Lawrenceville, GA. (Contains a table of indexes.) (NKA)

ED 464 361 CS 510 998

Using the Library. Parents and Children Together Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 82p.; Accompanying audiotape is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Education; Learning Activities; *Library Skills; *Parent Child Relationship; *Parent Participation; Parent Role; *Story Reading
IDENTIFIERS- *Family Activities; *Read Along

The message of this series of books, "Parents and Children Together," is that parents should get together with their children, talk about stories, and learn together. This book contains several stories that parents and children can read together and talk about in a relaxed way. The book has a companion audiotape. Advice is given in the first part of the book to help parents relate to and feel comfortable reading with their children. In the second half of the book and on one side of the audiotape are ideas and guidelines for the interested parent. Following an introduction and a "getting started" section, the book is divided into these parts: (1) Read-Along Stories ("Balloon Day" M.A. Crane ; "Tiger Paws and Old Berk" Jerry Elya ; "My Sister, the Snake, and I" Yolanda Ferguson Stein); and (2) Guidelines for Parents (Using the Library; Questions about the Library; Activities for Fun and Learning; and Books for Parents and Children). (NKA)

ED 464 362 CS 511 101

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Pulley, Mary Lynn; Wakefield, Michael
Building Resiliency: How To Thrive in Times of Change. An Ideas into Action Guidebook.
PUB DATE- 01
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adjustment (to Environment); Behavior Change; Career Change; *Coping; Elementary Secondary Education; *Personality Change; Personality Traits; *Resilience (Personality); Resistance to Change; *Stress Management; Well Being

This is a practicing managers' guide for gaining the ability to thrive during change, for leaders of any kind of organization. Resiliency is defined, its components described, and its importance explained. Concrete examples of resiliency and questions that can determine degree of resiliency are provided. Resiliency is not described as being unflappable, tough, or unaffected. Resiliency is associated more with elasticity, buoyancy, adaptability, optimism, and openness to learning. It facilitates recovery from hardship or misfortune. Fatigue, malaise, burnout, depression, defensiveness, and cynicism can signal a lack of resiliency. The determination to learn from mistakes and successes is a part of resiliency that is accomplished through broadening perspectives, being open to change, and being willing to learn. Resiliency not only gives tools to handle hardship and disappointment, but also allows the development of new skills and perspectives that lead to continued success. Resilience is important because change is so pervasive. Today's organizations frequently change mission, global focus, and strategy, affecting leadership skills, managerial performance, and careers. Resiliency can be developed by changing thoughts and actions in nine areas: acceptance of change, continuous learning, self-empowerment, sense of purpose, personal identity, personal and professional networks, reflection, skill shifting, and relationship to money. Background information, key point summary, resiliency worksheet, and a brief list of suggested readings are included. (RKJ)

ED 464 379   EA 031 423

Barrios, Lisa C., Comp.
Federal Activities Addressing Violence in Schools. Special Report.
PUB DATE- 00
NOTE- 25p.; Updated semiannually.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Accident Prevention; Elementary Secondary Education; *Emergency Programs; *Federal Programs; *Homicide; *School Safety; *Suicide; *Violence

Many federal agencies actively address the problem of violence in schools by acquiring and disseminating information about school violence and supporting strategies that work to reduce violence. This document provides an inventory of federal

Community Schools in Ohio: Second-Year Implementation Report.
Volume I: Policy Issues.
PUB DATE- 01
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Charter Schools; Community Schools; Elementary Secondary Education; Evaluation; Government Publications; School Effectiveness
IDENTIFIERS- *Ohio

This report examines 46 community (charter) schools that operated during the 1999-2000 school year. Community schools tend to be smaller than their public counterparts, enroll a higher proportion of minority and poor students, and serve relatively fewer special-needs students. On average, community-school teachers have fewer years of experience and significantly lower salaries than teachers in corresponding city school districts. Most of these schools align their curriculum with Ohio's Model Curriculum. Over one-third of community schools develop individualized education plans for their students. A large barrier to the community-school initiative involves acquiring suitable and affordable facilities; this will remain a problem unless some form of state assistance is provided. Recommendations include having community schools improve the content of their annual reports by providing financial information and by being clear about how, and to what extent, they are achieving all of the academic goals stated in their contracts; and assessing parent satisfaction and developing strategies to gather and analyze feedback from parents, when they have contractually promised to do so. Appendices include a list of community schools operating during 2000-01, bibliography, data-collection and data-analysis methodology, and reasons cited for contract termination of Riser Military Academy and Monroe Academy. (Contains 111 references.) (RT)

ED 464 399 EA 031 635

A Legal Odyssey, 2001. Preconference Seminar Outlines of the Education Law Association Annual Conference (47th, Albuquerque, New Mexico, November 15-17, 2001).
PUB DATE- 01
NOTE- 186p.; For Topic Outlines, see ED 461 181.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); Computer Assisted Instruction; Computer Graphics; Disabilities; Disability Identification; Discipline; Educational Technology; Elementary Secondary Education; Internet; *Legal Education (Professions); *Seminars; Special Education; Teaching Methods
IDENTIFIERS- New Mexico

This document contains preconference seminar outlines for the 47th Annual Education Law Association (ELA) Conference. The first of four sections, "Americans with Disabilities Act Update--Higher Education and Employees," by Christopher P. Borreca, presents legal issues related to the Americans with Disabilities Act, an adequate definition of "disability," medical and fitness-for-duty exams, among other subjects. The second section, "Technology and Teaching School Law," by Gregory A. Boris and others, comments on the use of technology such as the Internet, audio and visual media, interactive

to examine assumptions, beliefs, and behaviors that have been thoroughly internalized is fully explained. The ways in which psychoanalysis, behaviorism, and humanistic and social psychology affect organizational behavior are examined. The assumptions of modernist and structuralist theory are compared with postmodernism and poststructuralism. Separate chapters address organizational climate, organizational change, leadership, decision-making, motivation, and school reform. Each of the 11 chapters in this book contains sections on "Your Game Plan," suggested reading, and chapter notes. A glossary, author index, and subject index are also included. (Contains 526 references.) (RKJ)

ED 464 420 EA 031 666

Brunsma, David L.
School Uniforms: A Critical Review of the Literature. From Inquiry to Practice.
PUB DATE- 02
NOTE- 18p.; For other titles in this series, see EA 031 650 and EA 031 651.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Dress Codes; Elementary Secondary Education; Literature Reviews; Research Methodology; Research Problems; *School Uniforms; Student Behavior

The debate surrounding the effectiveness of school-uniform policies, as well as discussions concerning when and how to implement them, is rooted in anecdote. This review summarizes anecdotal literature on which the current debate is based and critically reviews the empirical literature, including theoretical underpinnings, findings, and suggestions. The anecdote-based literature relies on attitudes, personal experience, and hearsay, ignoring available research. Empirical literature includes small-scale studies of effects, such as case studies of schools that implemented mandatory school-uniform policies, and large-scale studies that compare nationally representative samples of students enrolled in schools implementing uniform policies with students enrolled in schools not implementing such policies on a variety of outcomes. Many methods used are flawed because different factors are not accounted for, such as design of uniform policies in different schools studies, and racial and socioeconomic status. Still, results of qualitative studies lay the groundwork for creating theories on uniform policy effectiveness and defining related issues requiring further research. These results will direct policymakers away from conjecture, emotion, anecdotes, and assumptions. One suggestion is that a uniform policy be part of a larger comprehensive plan that focuses on students' academic success. (Contains 31 endnotes, 14 references, and 18 resource Web sites.) (RT)

ED 464 421 EA 031 667

Ensuring the Education Rights of All Children. The 2001 Council Priority.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

who are interested in helping children learn about different disabilities. Each section includes information about a particular disability and answers questions that children might have about the disability. The first section addresses visual impairments and contains information on signs of eye trouble, causes of visual impairments, and visual aids. Section 2 focuses on hearing impairments and explains different types of hearing loss, communication methods, and hearing aids. Physical disabilities are addressed in Section 3, including cerebral palsy, spina bifida, spinal cord injury, muscular dystrophy, juvenile rheumatoid arthritis, multiple sclerosis, brittle bone disease, and amputation. Section 4 discusses mental retardation, including causes of mental retardation and teaching methods. Different types of learning disabilities are addressed in Section 5. Sections 6, 7, 8, and 9 provide information on speech impairments, autism, other health impairments (cystic fibrosis, juvenile diabetes, epilepsy, and attention-deficit/hyperactivity disorder), and multiple disabilities. The last section reviews federal laws that affect children with disabilities. Each disability section includes simulation exercises and a list of books, videos, and organizations that provide further information about the particular disability. A list of parent resource centers is provided. (CR)

ED 464 440 EC 308 942

Agins, Alan P.
Parent & Educators' Drug Reference. A Guide to Common Medical Conditions & Drugs Used in School-Aged Children.
PUB DATE- 99
NOTE- 276p.; Published by PRN Press. For teachers' version, see ED 416 597.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Allergy; Asthma; Attention Deficit Disorders; Behavior Disorders; Diabetes; *Disabilities; *Drug Therapy; Drug Use; Elementary Secondary Education; Emotional Disturbances; Epilepsy; Hyperactivity; Incidence; Medical Services; *Medicine; Mental Disorders; *Pharmacology; Pharmacy; *Special Health Problems
IDENTIFIERS- *Herbs; *Vitamins

This book provides a guide to more than 180 drugs used for children. An introduction precedes the four major sections of the guide. Section 1 provides an overview of pharmacology and therapeutics in chapters on the basics of pharmacology, the language of pharmacology and therapeutics, compliance, side effects, medications in school, and drug smuggling. Section 2 presents information about specific medical conditions common to school-aged children, including the biological basis for the condition, estimates of incidence, the rationale for therapy, the types of drugs used for treatment, and a glossary of terms related to the medical condition or drugs. Tables provide quick reference guides to the uses, names, dosage requirements, side effects, and potential interactions of individual drugs or drug classes. Conditions covered include attention deficit hyperactivity disorder, asthma, colds and allergies, diabetes, epilepsy, infections and infestations, mental and emotional disorders, and pain and fever. Section 3 addresses treating

PALS families who received school-based and home-based services and 24 control families. Classwide programs for behavior management were implemented and parents were provided with school meetings, PALS meetings, home visits, and informal contacts with community consultants. Results indicate that the program appears to be successful at engaging parents and teachers in services, although outcome data are not yet available to indicate the effectiveness of these services. (DB)

ED 464 460 EC 308 972

Fernandez, Maria E.; Campbell, Kimm; Honess, Karen; Gallagher, Natalie Gibbs; Thurber, Lori; Smitley, Andy
NC Families and Communities Equals Success (FACES): Six Months Later.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 5p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (13th, Tampa, FL, March 5-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Attention Deficit Disorders; *Behavior Disorders; Black Students; Depression (Psychology); Elementary Secondary Education; Hyperactivity; Males; *Mental Health Programs; *Outcomes of Treatment; Performance Factors; Place of Residence; Racial Differences; White Students
IDENTIFIERS- *North Carolina

This paper reports on clinical and school outcomes after 6 months of implementing the North Carolina FACES (Families and Communities Equals Success) mental health program. Of the 210 children and youth participating in the program evaluation, 42 percent were African American, more than three quarters were male, 55 percent of families had annual incomes of $15,000 or less, and the most common diagnoses were attention deficit/hyperactivity disorders, oppositional defiant disorders, and depressive disorders. Evaluation of school performance utilized differences between grade averages at baseline and at 6 months and found that 39 percent of students improved, 35 percent did not change, and 26 percent declined. More African Americans were found in the "got better" category, whereas half of white males fell into the "got worse" category. Number of living arrangements was the only significant predictor for school performance, with fewer living arrangements correlated with a greater likelihood of improving in school. Overall, the study found reductions in clinical symptomatology and improvements in school performance. (DB)

ED 464 461 EC 308 973

Friedman, Karen; Damare, Michelle Miller; Leone, Peter
Relationship of School-Based Mental Health Services to Assessment of Student Behavior.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 5p.; In: A System of Care for Children's Mental Health: Expandings the Research Base. Proceedings of the Annual Research Conference (13th, Tampa, FL, March 5-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

supplement and clarify printed descriptions and are not intended for direct replication within facility designs. Since it is a policy of the National Science Teachers Association that classes greater than 24 students in size pose a potential safety risk, sample plans shown in this guide are designed accordingly. (EV)

ED 464 481 EF 006 115

Reflections: The History of the Council, 1980-2000.
PUB DATE- 02
NOTE- 115p.; Some photos may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Educational Facilities Design; Educational Facilities Planning; Elementary Secondary Education; *History; International Organizations; Professional Associations
IDENTIFIERS- *Council of Educational Facility Planners Intl

The purpose of this publication is to record the history of the Council of Educational Facility Planners International during the 20 years from 1980 to 2000, including information that connects the years preceding 1980 and beyond 2000. Past and present presidents and executive directors offer "stories" in response to prompting questions about their personal experiences with the council. Also included is a summary of the council's previous history publication, published in 1982, titled "From NCSC to CEFPI: The Council's First Sixty Years." (EV)

ED 464 482 EF 006 117

Haverinen, Ulla; Husman, Tuula; Toivola, Mika; Suonketo, Jommi; Pentti, Matti; Lindberg, Ralf; Leinonen, Jouni; Hyvarinen, Anne; Meklin, Teija; Nevalainen, Aino
An Approach to Management of Critical Indoor Air Problems in School Buildings.
SPONS. AGENCY- Ministry of Education, Helsinki (Finland).
PUB DATE- 99
NOTE- 8p.; Based on a presentation at the International Conference on Indoor Mold and Children (Alexandria, VA, April 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Air Pollution; Asthma; Child Health; *Foreign Countries; *Hazardous Materials; High Schools; *School Buildings; School Safety; Ventilation
IDENTIFIERS- *Indoor Air Quality; *Molds (Biology)

This study was conducted in a school center in Finland that had been the focus of intense public concern over 2 years because of suspected mold and health problems. Because several attempts to find solutions to the problem within the community were not satisfactory, outside specialists were needed for support in solving the problem. The study group consisted of experts in civil engineering, indoor mycology, and epidemiology. The studies were conducted in close cooperation with the city administration. Structures at risk were opened, moisture and temperature were measured, and the causes of damage were analyzed. Microbial samples were taken from the air, surfaces, and materials. Health questionnaires were sent to the school children and personnel. Information on the measurements and their results was released regularly to school employees, analyzer, and the accuracy of their vowels and final stops was determined by four English NS raters. The study did not conclusively show what effect different vowel qualities had on consonant voicing, because most of the Korean subjects failed to pronounce voiced stops accurately. However, F1/F2 frequencies of English vowels produced by Korean NSs were superimposed between native English and Korean vowels. This indicates that when Korean speakers produce English, they assimilate native English sounds. The Korean /a/ was much higher than the English /a/. The Korean and English /i/ were similar. The F1/F2 frequencies of Korean males' English vowels were different from their Korean counterparts and shifting toward native English. (Contains 28 references and 4 figures.) (SM)

ED 464 502 FL 027 263

Fujita, Yasuko
Functions of Discourse Markers in Japanese.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Texas Foreign Language Education Conference (Austin, TX, March 23-24, 2001). For the complete journal issue, see FL 027 255.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Discourse Analysis; *Interpersonal Relationship; *Japanese; Listening; Pragmatics; Speech Communication; *Written Language
IDENTIFIERS- *Discourse Markers

Through an examination of the discourse markers "ano" and "sono" in Japanese (commonly characterized as demonstrative adjectives but which cannot be used interchangeably in a context), this paper explores how these linguistic devices function in conversation found in Japanese writings. The focus of this analysis is the mental and social functions through which a speaker attempts to achieve an interpersonal rapport with a listener. In particular, it addresses why the speaker cannot use these discourse markers interchangeably in a context. Data reveal how the speaker distinguishes one discourse marker from another, depending on the focus of the utterance. Results show that the discourse markers are used as either a cataphoric marker or an anaphoric marker and that they help the speaker to focus on the particular utterance that may be important to the listener. (Contains 14 references.) (Author/SM)

ED 464 503 FL 027 264

Hondo, Junko; Goodman, Bridget
Cross Cultural Varieties of Politeness.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Texas Foreign Language Education Conference (Austin, TX, March 23-24, 2001). For the complete journal issue, see FL 027 255.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arabic; Chinese; Communicative Competence (Languages); Cultural Awareness; *Cultural Differences; *Cultural Influences; *Diversity (Student); Elementary

defined; each individual must accept personal responsibility for achieving these goals; faculty performing at a satisfactory level must receive a compensation increase to maintain a constant standard of living, while faculty performing at an above-satisfactory level should receive a compensation increase appropriately more than the satisfactory level; and faculty must believe the compensation system to be administered in a fair and objective manner. Five criteria for designing an effective higher education faculty compensation system are also included. (Contains 29 references.) (CS)

ED 464 523 HE 034 510

Cummings, William
Current Challenges of International Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; Small font may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Students; Foreign Students; Higher Education; *International Education; *International Educational Exchange; Study Abroad
IDENTIFIERS- Africa; Asia; ERIC Digests; Middle East

The tragedies of September 11, 2001 have focused new attention on international education offered by U.S. postsecondary institutions. In the U.S., universities place their greatest emphasis on European studies followed by a focus on Latin American studies; this is reflected in the choices for study abroad of American undergraduates. Throughout the 1980s, students from Asia and the Middle East occupied first and second place among international students coming to the U.S.; since then, the Asian proportion has steadily increased so it exceeds 50 percent of all international students, while the flow from the Middle East has been superceded by that from Europe and Latin American. The virtual absence of a focus on the Middle East, as well as the considerable neglect of Asia and Africa, are cited as two especially troubling aspects of U.S. international education because of the considerable importance of these regions for the U.S. economy and international affairs. Because international education in the U.S. has essentially languished over the last decade, American colleges and universities are not well-prepared to help their students understand the events associated with September 11. (Contains 35 references.) (CS)

ED 464 524 HE 034 511

Spradley, Patricia
Strategies for Educating the Adult Black Male in College. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

and Chriss Foggin). Part 2, Supporting Change within Institutions and the Wider Environment, contains: (11) Developing Research Based Learning Using ICT in Higher Education Curricula: The Role of Research and Evaluation (Jacqueline A. Dempster and Paul Blackmore); (12) Implementing a Virtual Learning Environment: A Holistic Framework for Institutionalizing Online Learning (Gabi Diercks-O'Brien); (13) Spreading the Word about Pedagogic Research: The Virtual Reading Group (Paul Curzon and Judith Harding); (14) Professional Development for Organizational Change (Helen Beetham and Paul Bailey); (15) Integrating Learning Technologies To Support the Acquisition of Foreign Languages for Specific Disciplines (Alison Kennard and Juliet Laxton); Structures for Facilitating Play and Creativity in Learning: A Psychoanalytical Perspective (Mary Caddick and Dave O'Reilly); and (17) Integrating Skills Development with Academic Content in the Changing Curriculum (Andrew Honeybone, Jennifer Blumhof, and Marianne Hall). The Conclusions section contains chapter 18, Towards a Culture of Evaluation by James Wisdom. Each chapter contains references. (Contains 13 figures and 3 tables.) (SLD)

ED 464 544 HE 034 859

Reiss, Susan, Ed.
On Campus with Women, 1999-2000.
PUB DATE- 00
NOTE- 68p.; Published quarterly. For volume 28, see HE 034 876. Photographs and light type in Issue 3 may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Students; Aging in Academia; *College Faculty; *Enrollment Trends; *Females; *Higher Education; Sciences; Scientific Literacy; Student Interests; Technology; *Womens Education

The four issues in this newsletter volume present information on the status and education of women. The focus of issue 1 is women and scientific literacy. Issue 2 contains the lead article, "Progress in Fits and Starts," which concentrates on the progress of women in higher education and trends in enrollment and degree completion. Issue 3 focuses on academics in relation to aging, with discussions of the labor market for women academics and the increasing enrollment of older women in higher education. Issue 4, "Connecting Women and Technology," considers the participation of women in the information technology environment. Each newsletter also offers brief articles about a number of women's issues, including gender discrimination, campus issues, and women's studies. Each issue also contains a "For Your Bookshelf" list of resources. (SLD)

ED 464 545 HE 034 860

Brown, Gladys; Van Ummersen, Claire; Sturnick, Judith
From Where We Sit: Women's Perspectives on the Presidency. Advancing Women's Leadership I.
PUB DATE- 01
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Presidents; *Educational Administration; *Females; *Gender Issues; Higher Education; *Instructional

Future Rulers To Be Educated Men": South Carolina College, the Defense of Slavery, and the Development of Secessionist Politics (Michael Sugrue); (6) Agency, Denominations, and the Western Colleges, 1830-1860: Some Connections between Evangelicalism and American Higher Education (James Findlay); (7) The Era of Multipurpose Colleges in American Higher Education, 1850-1890 (Roger L. Geiger); (8) The Rise and Fall of Useful Knowledge: Higher Education for Science, Agriculture, and the Mechanic Arts, 1850-1875 (Roger L. Geiger); (9) "A Salutary Rivalry": The Growth of Higher Education for Women in Oxford, Ohio, 1855-1867 (Margaret A. Nash); (10) The "Superior Instruction of Women," 1836-1890 (Roger L. Geiger); (11) Noah Porter Writ Large? Reflections on the Modernization of American Higher Education and Its Critics, 1866-1916 (Peter Dobkin Hall); (12) The German Model and the Graduate School: The University of Michigan and the Origin Myth of the American University (James Turner and Paul Bernard); (13) A "Curious Working of Cross Purposes" in the Founding of the University of Chicago (Willard J. Pugh); and (14) The Crisis of the Old Order: The Colleges in the 1890s (Roger L. Geiger). (Contains 14 tables, 1 figure, 958 endnotes, and a 101-item bibliography.) (SLD)

ED 464 567 HE 034 883

Poskanzer, Steven G.
Higher Education Law: The Faculty.
PUB DATE- 02
NOTE- 352p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Faculty; *Court Litigation; *Employer Employee Relationship; Equal Opportunities (Jobs); *Higher Education; *Legal Problems; Legal Responsibility; Scholarship

Legal requirements and lawsuits have become an established part of the U.S. higher education. This book was written to help faculty and administrators navigate critical legal issues pertaining to faculty activities and avoid potential legal pitfalls. The chapters are: (1) The Lay of the Land; (2) Scholarship; (3) In the Classroom; (4) Faculty as Institutional Citizens; (5) Faculty as Public Citizens; and (6) Faculty as Employees. An epilogue discusses Final Observations on Faculty Law. (Contains 1,014 endnotes.) (SLD)

ED 464 568 HE 034 884

Improving the College Experience: National Benchmarks of Effective Educational Practice. NSSE 2001 Report. National Survey of Student Engagement: The College Student Report.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Carnegie Foundation for the Advancement of Teaching, Menlo Park, CA.
PUB DATE- 01
NOTE- 41p.; For the 2000 report, see HE 034 885. Cosponsored by Pew Forum on Undergraduate Learning. Administered by Indiana University Center for Postsecondary Research and Planning with Indiana University Center for Survey Research and National Center for Higher Education Management Systems.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

* WORK ORDER#:1155150 * OPER:PRD * DATE:11/22/02 * VOL: */DOCRES01
* RESTART:FICHE 1 1 CKPT: 0 0 0 0 0 0 0 /DOCRES01

Wisconsin high school graduates is one of the goals identified in the second phase of accountability reporting by the UW System. The population of 1999 Wisconsin high school graduates who took the American College Testing program assessment (ACT) was used to examine application and enrollment patterns by family income, race, and gender. Of the almost 64,000 Wisconsin high school graduates in 1999, approximately 42,000 (66%) took the ACT examination, and 87% of this group answered the question about family income. Slightly more than one-third of Wisconsin ACT takers come from families with incomes of $60,000 and over, and 46% come from families with incomes between $30,000 and $60,000. Application rates (application to Wisconsin institutions) increase as income increases. In the lowest income group, application rates of students of color and whites are similar, but at middle and higher income ranges, white students have higher application rates. Admission rates for applicants from the lowest income group are only slightly lower than those for applicants from other income ranges, and this pattern holds true for race and gender across income groups. Findings show family income to be a key variable in determining who applies to and enrolls in a UW institution. Six appendixes contain tables of study data. (Contains 18 tables, 9 figures, and 6 endnotes.) (SLD)

ED 464 589 HE 034 935

Trends in Enrollment: Fall 2001 Update. Informational Memorandum.
PUB DATE- 02
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Enrollment; *Enrollment Trends; *Higher Education; Public Colleges; State Universities
IDENTIFIERS- *University of Wisconsin

This memorandum contains tables of data about enrollment in institutions in University of Wisconsin (UW) System institutions in fall 2001 and some information about trends over time. The fall 2001 full-time equivalent (FTE) enrollment of 133,701 was up 2,316 (1.8%) from fall 2000. The fall 2001 headcount enrollment of 159,433 was up 2,457 (1.6%) from fall 2000. The UW System exceeded its fall 2001 FTE enrollment target by 1,864 FTE. Seven institutions were within 1% of their FTE enrollment targets, but seven exceeded their targets by more than 1%. An appendix contains a detailed breakdown of fall 2001 enrollment by UW institution (14 institutions). Data on enrollment are presented in eight tables. (SLD)

ED 464 590 HE 034 936

Degrees Conferred: 2000-01 Update. Informational Memorandum.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; *Bachelors Degrees; *College Graduates; Colleges; *Doctoral Degrees; Higher Education; *Masters Degrees
IDENTIFIERS- *University of Wisconsin

This memorandum contains facts about degrees conferred by institutions in the University of Wisconsin (UW) System in 2000-

be applied which are specific to each major type of software: drill-and-practice (and most tests); tutorial; simulation (and some assessments); reference/informational; and tool. A checklist is included which outlines a process involving five global judgments that should be made about any educational software product. (Contains 21 references.) (AEF)

ED 464 609 IR 021 192

Glandon, Shan
Integrating Technology: Effective Tools for Collaboration.
PUB DATE- 02
NOTE- 172p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Computer Uses in Education; *Course Integrated Library Instruction; *Educational Technology; Elementary Secondary Education; Information Technology; Instructional Effectiveness; Language Arts; Lesson Plans; Librarian Teacher Cooperation; Mathematics Instruction; Science Instruction; Social Studies; *Technology Integration
IDENTIFIERS- Technology Utilization

This book uses planning forms and examples to help media specialists and teachers focus on ways to effectively and purposefully add technology. The 22 collaborations connect with standards-based education in language arts, math, science, and social studies. Ideas for whole-class projects are also included. Each unit example begins with a completed planning form showing unit title and length, technology connections, suggested grade levels, activity focus, suggested collaborations between media specialist and teacher, basic resources, preparation tasks, and lesson plans. The examples show key places within each unit where technology can be integrated easily. Unit outlines include evaluation rubrics for many subject areas, and graphic organizers are also included. (Contains 265 references.) (MES)

ED 464 610 IR 021 193

Serritella, Judy
Look Again! Appealing Bulletin Board Ideas for Secondary Students.
PUB DATE- 02
NOTE- 145p.; Title on title page reads: "Look Again! Appealing Bulletin Boards for Secondary Students." Grant provided by Georgia Library Media Association.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bulletin Boards; Design Preferences; High Schools; Learning Resources Centers; Library Instruction; *Library Services; *School Libraries

This book offers over 200 library bulletin board ideas for the high school audience, intended to help students gain understanding, inspiration, and amusement while encouraging reading and library use. Each idea includes a list of materials, and many of the ideas are clearly illustrated. While the concepts are aimed specifically at the high school level, most can be adapted for use at the middle school level or in public libraries. The chapters are divided into interests and plan to use FrontPage or other World Wide Web-authoring software to develop course materials and enhance student experiences; (3) faculty members have combined or plan to combine the use of communication tools and course Web site materials (combining stages 1 and 2) for course assignments; (4) faculty members have transferred or plan to transfer Web-enhanced course content, classroom materials, and communication initiatives to a course management system; and (5) faculty members are converting or revising a course site or have considered conversion of Web-based course content and classroom materials to an online course. Training and resource development recommendations are included. (MES)

ED 464 631 IR 021 401

Daughenbaugh, Richard; Ensminger, David; Frederick, Lynda; Surry, Daniel
Does Personality Type Effect Online versus In-Class Course Satisfaction?
PUB DATE- 02
NOTE- 13p.; In: Teaching, Learning, & Technology: The Connected Classroom. Proceedings of the Annual Mid-South Instructional Technology Conference (7th, Murfreesboro, TN, April 7-9, 2002); see IR 021 870.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Uses in Education; *Conventional Instruction; *Course Evaluation; *Distance Education; Higher Education; Instructional Design; *Personality Traits; Student Surveys; Web Based Instruction
IDENTIFIERS- *Personality Types; *Student Satisfaction; University of South Alabama

This study sought to determine if different personality types express more or less satisfaction with courses delivered online versus those delivered in the classroom. The methodology employed two online surveys--the Keirsey Temperament Sorter (KTS) and a course satisfaction instrument. The participants were 146 college students taking online and in-class courses in the College of Education at the University of South Alabama. The four hypotheses were that Introvert, Intuition, Thinking, and Perceiving personalities express greater satisfaction than Extrovert, Sensing, Feeling, and Judging personalities. Both descriptive and inferential statistics were used in the study. (Contains 20 references.) (MES)

ED 464 632 IR 021 402

Hodges, Charles
QuickTime Virtual Reality for Web Delivery.
PUB DATE- 02
NOTE- 7p.; In: Teaching, Learning, & Technology: The Connected Classroom. Proceedings of the Annual Mid-South Instructional Technology Conference (7th, Murfreesboro, TN, April 7-9, 2002); see IR 021 870.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programming); *Computer Uses in Education; Educational Technology; Higher Education; *Instructional Design; *Material Development; *Virtual Reality;

all citizens have access to quality library and information services. Part of this charge includes the responsibility for receiving and administering federal funds to the more than 200 public libraries in Alabama. Federal Library Services and Technology Act (LSTA) monies are spent on statewide projects at the APLS. These projects include providing references services interlibrary loans, audiovisual materials, continuing education programs and consultant services to the public libraries. Other major statewide projects funded through LSTA include the coordination of a statewide children's summer library program. In 1999, more than 56,000 children participated in the program. Several libraries received $150 mini-grants to pay for professional performers to enhance their summer library activities and to promote reading. At APLS, the Alabama Union List of Serials, ALICAT, the state union catalog, and other technology and equipment are funded by LSTA dollars. The agency also collects and interprets statistics and provides a professional training program to promote quality public library service through the development of professional libraries. This document describes the use of these federal funds for 1999 library programs and services in Alabama's seven congressional districts. When public library service areas are included in two congressional districts, they are listed in each district with an asterisk. The 2000 LSTA Advisory Council members, APLS Executive Board, and APLS Division Directors are listed at the end of the document. (AEF)

ED 464 652 IR 058 474

Bade, David
The Creation and Persistence of Misinformation in Shared Library
Catalogs: Language and Subject Knowledge in a Technological
Era. Occasional Papers.
PUB DATE- 02
NOTE- 40p.; For occasional paper number 210, see ED 455 851.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; *Bibliographic Records; *Cataloging; Classification; Higher Education; Information Technology; *Library Catalogs; Library Technical Processes; Shared Resources and Services
IDENTIFIERS- *Errors; Subject Analysi

"Occasional Papers" deal with varied aspects of librarianship and consist of papers that generally are too long or too detailed for publication in a periodical, or are of specialized or contemporary interest. This latest volume in the series is a detailed look at the causes of and cures for the two fundamental types of misinformation found in bibliographic and authority records in library catalogs: that arising from linguistic errors, and that caused by errors in subject analysis, including missing or wrong subject headings. Bibliographic and authority records with such misinformation enter shared databases in several ways; all are originally the work of human agents. The author, a cataloger at the University of Chicago's Joseph Regenstein Library, makes the case for getting it right the first time through strict self-review and cooperation among catalogers. Not simply an indictment of current cataloging practices, this paper raises awareness of how the mistakes happen in the first place and suggests specific preventions, making it required reading for beginning and experienced catalogers alike. (Contains 33 references.) (Author/AEF) guide to help ensure accurate community, junior, and technical college enrollment data reporting. (MKF)

ED 464 672 JC 020 364

Student Transfer in California Postsecondary Education. Commission Report.
PUB DATE- 02
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; *Articulation (Education); College Role; *College Transfer Students; *Community Colleges; Educational Assessment; Enrollment; Higher Education; Institutional Cooperation; *Transfer Policy; *Transfer Programs; *Transfer Rates (College)
IDENTIFIERS- *California; California State University; University of California

This report provides background and summary information on undergraduate students who transfer from public community colleges to baccalaureate degree-granting institutions in California. The report describes the basic requirements that students must meet to transfer from community colleges to California State University (CSU) and University of California (UC) institutions. It also includes information on recent legislation related to student transfer--one major provision calls for the development of a common core of general education courses to enhance transfer articulation. Examples of transfer-focused programs and services that community colleges and community college students can utilize include the computerized Articulation System Stimulating Interinstitutional Student Transfer (ASSIST), the California Articulation Number System, the Transfer Opportunity Program (TOP), the Transfer Alliance Program (TAP), and the Intersegmental Major Preparation Articulated Curriculum (IMPAC) system. Other highlights include: (1) total public sector higher education headcount enrollment increased from 1.8 million students in 1989 to 2.4 million by 2000, yet there was only a fraction of a percent increase in the overall numbers of community college students successfully transferring during that time; (2) in 1999-2000, 47,706 students transferred from a community college to a CSU school and 10,827 transferred to a UC school; and (3) community colleges are expected to enroll 528,000 additional students between 2000 and 2010. The appendix offers a glossary of pertinent transfer-related terms, programs, and services. (Contains 37 references.) (MKF)

ED 464 673 JC 020 365

Gillum, F. E.; Davies, Timothy Gray
The Reality of Perceptions: The Future Earning Power of Community College Students.
PUB DATE- 02
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Associate Degrees; *Community Colleges; *Economic Impact; *Educational Attainment; *Educational Attitudes; *Educational Benefits; Employment Potential; Legislators; Salaries; Salary Wage Differentials; Two Year Colleges

This article reports on a three-phase study that examined the

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Community Colleges; Curriculum Development; *Information Literacy; *Information Technology; *Librarians; Libraries; *Library Science; *Lifelong Learning; Technology Integration; Two Year Colleges

This paper asserts that information literacy is a crucial element in education at all levels, and in particular at the community college level. The author defines information literacy in a number of ways, including this recent definition offered by Shapiro and Hughes: "A new liberal art that extends from knowing how to use computers and access information to critical reflection on the nature of information itself, its technical infrastructure, and its social, cultural, and even philosophical context and impact." Developing lifelong learners is central to the mission of higher education institutions, and information literacy is crucial to lifelong learning. Assurance of information literacy among college students must be incorporated into the academic curriculum. This article suggests that information literacy incorporation must be approached from the top down--administrator awareness of information literacy requirements will trickle down, and support will increase. It then will become the job of librarians and instructors to make sure it is practiced in the library and the classroom. The role of the librarian will expand from that of a custodian of information to one who teaches and develops curricula, making them key instructional team members and partners with faculty. (Contains 22 references.) (NB)

ED 464 693 JC 020 395

Lehmkuhl, Donna
A Case Study of the Social-Political Factors That Have Affected a Selected Tribal College.
PUB DATE- 00
NOTE- 116p.; Doctoral Dissertation, University of South Dakota.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Accreditation (Institutions); *American Indian Education; Community Colleges; *Educational Development; Educational Finance; Governance; *Social Influences; Student Characteristics; Teacher Characteristics; *Tribally Controlled Education; Two Year Colleges

This study identified the socio-political factors that affected a tribal community college located in the upper Midwest; it also identified the perceived challenges the college faces in the future. The study used archival data from student files, North Central Accreditation (NCA) reports, board of trustee minutes, historical data, news articles, and other materials. Interviews were conducted with seven people, identified through documents or interviews. A time line of college events was also developed. Descriptive statistics were used to create a profile of the students, faculty, and staff who were representative of the college. Report highlights include: (1) five factors found to affect the development of the college were finances, institutional governance, accreditation, family, and culture; (2) accreditation has consistently been a driving force for the college; (3) the demographic profiles of the students found an increase in female students and GPAs through the years; (4) the demographic profile of the faculty has changed little through the years; and (5) the perceived challenges for the tribal college are funding, developing a four-year program, and continuing cultural education using an intergenerational included statistics for household labor and community volunteer activities as well as paid employment. Learning activities included both formal course work and informal learning, as well as on-the-job training. Data sources were the 1998 National Survey of Learning and Work by the Research Network on New Approaches to Lifelong Learning (NALL); estimates of the extent of unpaid household and community work; the Adult Education and Training Survey; the 1996 census; the National Survey of Giving, Volunteering, and Participating; and the General Social Survey. Findings of the study included the following: (1) in contrast to the concerns about Canadians' need to become "lifelong learners," the study found that most Canadians are already extensively engaged in learning but that the needs for higher-level job skills has been greatly exaggerated; (2) in terms of work, Canadian adults are now spending about as much time in unpaid household and community work as they are in paid employment; (3) despite the rhetoric about a "knowledge-based economy," the study found only a gradual upgrading of job skill requirements, and knowledge workers still comprise a small minority of the labor force; (4) as a result of the increased amount of learning by adults and the slower increase of job requirements, many Canadians find themselves underemployed; and (5) instead of focusing efforts on further education and training for Canadians, the society and government should address major paid work reforms in order to prevent underemployment from becoming one of the major social problems of the 21st century. (Contains 160 references.) (KC)

ED 464 203 CE 082 666

Smith, Dorothy E.
The Storage and Transmission of Men's Non-Formal Skills in Working Class Communities: A Working Paper. NALL Working Paper.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Blue Collar Occupations; Communication (Thought Transfer); Cultural Background; Cultural Context; Cultural Interrelationships; Developed Nations; Dislocated Workers; Economic Change; Ethnography; Foreign Countries; Industrial Personnel; Industrial Structure; *Industrial Training; Information Transfer; Job Layoff; Job Skills; Labor Market; *Males; *Nonformal Education; *On the Job Training; Postsecondary Education; Social Background; Social Structure; Structural Unemployment; Technological Advancement; *Working Class
IDENTIFIERS- Management Control; Manual Skills; Ontario

A descriptive study observed the transmission of manual job skills from older to younger men in working class communities in Ontario and the effects of massive downsizing in industrial plants on this process. Current as well as previous ethnographic research was used. Some of the outcomes of the continual downsizing included the following: (1) the restructuring that destroyed many working-class communities also destroyed the social organization that stored and transmitted manual skills among men in working class communities; (2) within the workplace, the development of managerial technologies expropriated workers' skills and supported greater control of management over the work process

Mace, Jackie, Ed.
Self-Assessment--Take a Look at Yourself.
PUB DATE- 02
NOTE- 17p.; Published three times per year. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Community Education; *Data Collection; *Educational Assessment; *Educational Quality; Foreign Countries; Instructional Effectiveness; Instructional Materials; Lesson Observation Criteria; *Partnerships in Education; Postsecondary Education; *Program Improvement; School Effectiveness; *Self Evaluation (Groups); Student Attitudes; Student Personnel Services
IDENTIFIERS- *United Kingdom

This issue looks at the different ways in which British providers of postsecondary education can weigh the quality of their provision to inform and shape improvements. The articles aim to provide a feel for current practice in internal evaluation to improve quality and to get providers thinking about some ways in which they can collect and use data to focus on learner-centered improvement. "Providers 'Probe' Their Processes" (Alun Davies) explains how Bishop Burton College probed its processes to identify areas for improvement. "Take a Look at Yourself" (Phil Cox) addresses developing the capacity for self-improvement through six steps. "In Search of the Student Voice" (Tracy Cullis and Rhiannon Lloyd-Jones) reports on how Leicester College and Gateway Sixth Form College gathered student feedback, an essential part of self-assessment, to identify what really mattered to them. "A Process for Improvement" (Rosemary Moorse) describes how 24 colleges improved observation of group and individual tutorials by charting observation processes, identifying action points, and linking with other colleges to learn from their practice. "Going with the Flow and beyond" (Theresa Leaning) reports on brainstorming Solihull Sixth Form College's initial assessment and learning support services. "Quality Assured" (Margaret Morgan) explains Southwark College's approach to responsibility for quality issues. "Observing Teaching and Learning in Adult and Community Education" (Joni Cunningham) describes how four neighboring adult services got together. Lists of publications, events, and contacts are provided. (YLB)

ED 464 222 CE 083 141

Mager, Caroline
Taking Stock: A Review of Development in FE Colleges. LSDA Reports.
PUB DATE- 02
NOTE- 21p.; Based on evidence given by Chris Hughes and Ruth Silver to the House of Commons Education and Skills Select Committee in October 2001.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Adult Education; Delivery Systems; Developed Nations; Economically Disadvantaged; Educational Demand; *Educational Development; Educational Finance; Educational Policy; *Educational Quality; Federal Aid; Federal Legislation; Foreign Countries; *Labor Force Development; *Participation; Policy Formation; Postsecondary Education; Role of Education; Standards
IDENTIFIERS- *United Kingdom

Interviews; Job Performance; Job Skills; Learning Processes; Mentors; *Modeling (Psychology); *Nurses; *Nursing Education; *Skill Development; Socialization; Work Environment
IDENTIFIERS- England; Identity Formation; *Professional Socialization; Reflective Practice

The processes whereby nurses develop the skills and knowledge required to deliver individualized and holistic care were examined in a 2-year study of nurses in a range of clinical settings and a university department of nursing in England. Members of two research teams of qualified nurses joined various communities of nursing practice as participating members and simultaneously "shadowed" designated nurses. At day's end, shadowers and shadowees reviewed the day's practice in critical incident interviews. The powerful processes of nurse socialization that create a strong core identity of the "good nurse" proved central to understanding the acquisition, use, and protection of nursing skills. Learning to become a nurse was always situated within particular communities of practice. Learning in such contexts, both in clinical and educational settings, entailed not just mastering a range of intellectual concepts but also learning through embodied performances involving engagement and interaction with the community of practice. The following were among the study recommendations: (1) link educational and clinical settings by helping clinical staff understand their collective role in the educational experience; (2) enhance the mentor and assessor functions; and (3) enable, support, and resource time in education for clinicians and time in practice for educators. (Contains 87 references.) (MN)

ED 464 240 CE 083 199

Long, Andrew; Kneafsey, Rosie; Berry, Judith; Ryan, Julia; Howard, Rona
Teamworking in Rehabilitation: Exploring the Role of the Nurse. Researching Professional Education Research Reports Series.
PUB DATE- 01
NOTE- 181p.; Includes "Exploring the Role and Contribution of the Nurse in the Multi-Professional Rehabilitation Team. Research Highlights 45."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Caregiver Role; Case Studies; Certification; Education Work Relationship; Educational Attitudes; Educational Change; Educational Needs; Employee Attitudes; *Employment Qualifications; Foreign Countries; Higher Education; Interprofessional Relationship; Interviews; *Job Performance; *Nurses; *Nursing Education; *Rehabilitation; Skill Development; *Teamwork
IDENTIFIERS- *United Kingdom

The role of nurses within multiagency rehabilitation teams was examined in a 2-year research project that included 3 case studies of a total of 49 clients of rehabilitation programs in the United Kingdom. Data were gathered through the following activities: observation of and interviews with clients, nurses, and other members of the multiprofessional team; a postal survey of nurses; and a record review. The nurses participated in the following aspects of patient care: assessment; coordination and communication; provision of technical and physical care; integration of therapy and therapy continuation; provision of emotional support; and involvement of the family in the client's rehabilitation. Only 36% of the nurses believed their preregistration education provided adequate skills and

Formation; Position Papers; Poverty; Program Administration; *Public Policy; Salary Wage Differentials; State Programs; *Welfare Recipients; *Welfare Reform; Welfare Services; Womens Education; Working Poor
IDENTIFIERS- Congress 107th; Impact Studies; Reauthorization Legislation; *Temporary Assistance for Needy Families; *Welfare to Work Programs

This report presents the testimony and submissions presented at one of a series of hearings on welfare reform and reauthorization of the Temporary Assistance for Needy Families (TANF) program. The statement by Cynthia M. Fagnoni, managing director of education, workforce, and income security issues at the U.S. General Accounting Office, assesses progress in meeting work-focused TANF goals, paying special attention to the need to emphasize and enhance work-based strategies and the need to foster and facilitate improved management and service delivery by states. The statement by Christine Dever, an analyst in social legislation at the Library of Congress' Congressional Research Service, examines the impact of policies designed to promote work and summarizes what is known about the circumstances of families who have left welfare. The statement by Mark Greenberg, a representative of the Center for Law and Social Policy, discusses the problems faced by families while enrolled in the TANF program and after leaving it. The statement by Robert Rector, a representative of the Heritage Foundation, examines the economic, social, and other effects of welfare on families. Also included are the submissions from the Association for Children for Enforcement of Support, Inc., and the Coalition on Women and Job Training. (MN)

ED 464 258 CE 083 225

Morris, Pamela; Gennetian, Lisa A.; Knox, Virginia
Welfare Policies Matter for Children and Youth: Lessons for TANF Reauthorization. MDRC Policy Brief.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.; Grant (W.T.) Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Annie E. Casey Foundation, Greenwich, CT.
PUB DATE- 02
NOTE- 11p.; Part of the Next Generation project, a collaboration among researchers from MDRC, University of Texas at Austin, Northwestern University, University of California at Los Angeles, Kent State University, University of Oregon, University of Michigan, New York University, and the Social Research and Demonstration Corporation. Support also provided by JPMorgan Chase.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Adolescents; Child Welfare; *Children; Day Care; Educational Research; Elementary Secondary Education; Employment Patterns; Employment Services; Family Life; Family Problems; Foreign Countries; Literature Reviews; National Surveys; Policy Formation; Poverty; *Public Policy; Quality of Life; Social Science Research; *Welfare Recipients; *Welfare Reform; Working Poor; *Youth
IDENTIFIERS- Aid to Families with Dependent Children; Canada; Impact Studies; Personal Responsibility and Work Opp Recon Act; Reauthorization Legislation; *Temporary Assistance for Needy Families; *Welfare to Work Programs

Studies of nearly a dozen welfare programs were reviewed to determine the effects of welfare policies on children and youth and to identify issues requiring consideration during will proliferate; and the counselor will have career, personal, and civic functions, and the cultural proficiency model will be inextricably linked with these functions. Through a successful diversity program, counselors will play an ever-important role in improving staff and student morale by improving the effectiveness of communication, reducing complaints, and creating a more comfortable and pleasing climate for persons in the school. As educational leaders, counselors will learn concepts and skills that can be translated into new initiatives, curricula, programs, and activities that will enrich school life for all students and staff. It is proposed that diversity programs provide information and skills needed to help improve the quality of life for school and home communities. (GCP)

ED 464 277 CG 031 697

Behring, Shari Tarver
School Counseling in the Twenty-First Century: A Systemic Multicultural Approach.
PUB DATE- 02
NOTE- 13p.; In: Building Stronger School Counseling Programs: Bringing Futuristic Approaches into the Present; see CG 031 688.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Pluralism; Elementary Secondary Education; *Integrated Services; Models; *School Counseling; *School Counselors; *Systems Approach
IDENTIFIERS- *Multicultural Counseling

School counseling educators and practitioners frequently find themselves so focused on the daily activities of serving their schools that rarely do they have the luxury of considering a long-term and large-scale vision for the profession. Yet a vision that anticipates the future needs of school counseling in a proactive manner is just what the profession must develop in order to survive, prosper, and be truly effective. Looking at the current state of school counseling through a systems worldview, it is noted that programs are often developed in response to problems, rather than proactively, and in isolation of understanding or involving the larger system that surrounds schools and that must be addressed for change to occur. This chapter proposes that school counseling, and the educational field as a whole, must move to an integrated, multicultural, systemic approach in order to truly attain large-scale, effective, and long-lasting educational and personal success for all students. (Contains 15 references.) (GCP)

ED 464 278 CG 031 698

Gysbers, Norman C.
Comprehensive School Guidance Programs in the Future: Staying the Course.
PUB DATE- 02
NOTE- 12p.; In: Building Stronger School Counseling Programs: Bringing Futuristic Approaches into the Present; see CG 031 688.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Comprehensive Guidance; Educational Cooperation; Elementary Secondary Education; Models; *Program Descriptions; *School Counseling; School

support activity; outreach to create formal working relationships with community resources to bring some to a school and establish special linkages with others; and upgrade and modernize the component to reflect the best intervention thinking and use of technology. At each system level, these tasks require that staff adopt some new roles and functions and that parents, students, and other representatives from the community enhance their involvement. The following appendixes comprise the last six of the report's sections: (1) Pioneer Initiatives To Reform Educational Support Programs; (2) An Example from One Major School District; (3) Resource Aids for Developing Resource Coordinating Teams/Councils; (4) Resource Aids and Other Relevant References for Mapping; (5) Thinking about a Five Year Plan; and (6) Surveying and Planning To Enhance Efforts To Address Barriers to Learning at a School Site. (GCP)

ED 464 300 CG 031 726

Where To Get Resource Materials To Address Barriers to Learning. A Resource Packet.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 97
NOTE- 228p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Mental Health; *Resource Materials; *Resources; *Student Development
IDENTIFIERS- *Psychosocial Development

This resource aid is designed to provide a sampling of organizations and publishers that offer a variety of materials relevant to addressing students' psychosocial and mental concerns. Included is information about resources available upon request and/or purchase. The packet is divided into three sections. Section 1 identifies national clearinghouses, professional organizations, and foundations that provide printed documents such as fact sheets, brochures, pamphlets, posters, etc. that are useful for educational programs and campaigns. Most of the places listed in this section supply bulk materials for free or require a minimum recovery fee. Section 2 lists publishers and distributors of books, curriculum modules/packages, posters, multimedia toolkits (e.g. audio/videotapes and educational software programs), educational games, and so forth that serve as supplementary aids and strategies for staff development in dealing with the students' psychosocial problems. In general, the materials listed in this section are available for purchase. Section 3 contains sample fact sheets provided by organizations listed in Section 1. (GCP)

ED 464 301 CG 031 727

The Policy Problem and a Resolution To Guide Organizations Working toward Policy Cohesion.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 99
NOTE- 7p.; Report from the Coalition for Cohesive Policy in

IDENTIFIERS- DePaul University IL; Institutional Distinctiveness;
*Teaching Perspectives; Transition Management; University of
Illinois Chicago

For one educator, an assistant professor of English with a specialization in writing, the short but dramatic move "up the block" from the University of Illinois at Chicago (UIC) to DePaul University eight miles north occasioned an adjustment to a radically different institutional personality and student body, despite similar street addresses. This paper narrates some aspects of this transition. It states that what is missed most about graduate school is the loss of a graduate student community in which membership alone meant trust on at least some core level because affiliations formed around "class"--mutual status as academic underlings. And it finds that, for a faculty member, the independence can be great, but loneliness is inevitable. The paper explains how the MA in Writing is structured and how this affects the department (and departmental politics), as well as the decorousness of the students at DePaul as opposed to those at UIC. The problems raised in the paper--a literature-entrenched department, an often passive student body--are not unique. According to the paper, the educator learned to construct her teacher identity in what Laura Micciche calls a specific "mesosystem," the general climate of the department and the institution, collegial relations, and relations with the administration. The paper suggests that with every new teaching mesosystem a teacher must reconstruct his/her teacher identity. (NKA)

ED 464 323 CS 510 787

Smelser, Lynne M.
Making Connections in Our Classrooms: Online and Off.
PUB DATE- 02
NOTE- 11p.; Paper presented at the Annual Meeting of the
Conference on College Composition and Communication (53rd,
Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Classroom Communication; *Classroom Environment;
*Computer Mediated Communication; Course Descriptions; Higher
Education; Internet; Student Needs
IDENTIFIERS- Hybrid Courses; *Learning Communities; Technology
Integration

The growth of the Internet and other technologies has teachers finding themselves once again moving away from the "traditional classroom" into educational domains that have no physical boundaries and incredible potential for interaction and collaboration among classroom participants. A hybrid course maximizes this potential by offering two very different environments--the traditional physical classroom and the online space of the Internet--for course members to interact with one another and the course material thus creating expanded opportunities for uniquely reaching students with different learning styles, backgrounds, and educational goals. The success of these hybrid courses, however, is complicated by the degree to which educators can effectively help students become active members of both the online and the face-to-face learning communities, overcoming online inequity issues and even the interference of technology itself. Along with traditional in-class discussion and meetings that occur once a week, each student has journal space, class forums for posting threaded in North Dakota. The paper explains that the Appalachian project investigated the effects the widespread stereotype of Appalachian illiteracy has had on Appalachian literacy learners; while the North Dakota study is going to focus on cases of autodidacticism, looking at the role of reading and writing in self-education. The paper suggests several interesting questions to pursue in research on women's literacy raised by both studies. It also briefly describes a method that might be particularly well-suited to research on these issues. The paper begins with the concept of literacy as a tool to "manage" identity--specifically, to manage identity in terms of membership in, or rejection of, particular social groups. It states that the Appalachian research performed was an attempt to understand the literacy choices individual female interviewees had made when they had at least three very different "sponsors" of literacy to choose from. It finds that literacy itself played a role in identity management. The paper suggests another compelling question for research into women's literacy--that autodidacts are women, and emphatically "not" men. It explains that, besides the usual research methods, another newer technique might be called "epistolary research," since the researcher/author exchanged letters with some of the female interviewees, focused largely on issues of literacy. (NKA)

ED 464 343 CS 510 950

Evidence That Tutoring Works.
PUB DATE- 01
NOTE- 9p.; Prepared by the Office of the Deputy Secretary.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cross Age Teaching; Elementary Education; Literature Reviews; Peer Teaching; Program Effectiveness; *Reading Improvement; *Reading Skills; Research Utilization; Tutorial Programs; *Tutoring; Volunteers
IDENTIFIERS- *Tutor Role

Research has shown that well-designed tutoring programs that use volunteers and other nonprofessionals as tutors can be effective in improving children's reading skills. Students with below-average reading skills who are tutored by volunteers show significant gains in reading skills when compared with similar students who do not receive tutoring from a quality tutoring program. Among the features of tutoring programs associated with the most positive gains are extensive training for tutors, formal time commitments by tutors, structured tutoring sessions, careful monitoring of tutoring services, and close relationships between classroom instruction and curriculum and the tutoring services provided. Research shows the following about tutoring: Tutoring programs that incorporate research-based elements produce improvements in reading achievement; and Tutoring can also lead to improvements in self confidence about reading, motivation for reading, and behavior, both among tutees and among peer or cross-age tutors. Researchers generally agree on the factors that generate the most consistent positive achievement for tutees: (1) Close coordination with the classroom or reading teacher; (2) Intensive and ongoing training for tutors; (3) Well-structured tutoring sessions in which the content and delivery of instruction is carefully scripted; (4) Careful monitoring and reinforcement of progress; (5) Frequent and regular tutoring sessions, with each session between 10 and 60 minutes daily; and (6) Specially designed interventions for the 17-20% of

Developing Character through Literature: A Teacher's Resource Book.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 187p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *Childrens Literature; *Citizenship Education; Concept Formation; Elementary Secondary Education; *Individual Development; Learning Activities; *Values Education
IDENTIFIERS- *Character Development; Character Education; Family Activities; *Trade Books

Based on the idea that the most important foundation of education is character development, this book guides teachers and parents in building strong character traits while reading and discussing popular books. Children's books and young adult books draw students into discussions that can lead to action and to personal development. Thoughtful teachers and parents can use that literature and the activities suggested in this book as a means of bringing their children to the commitments that will gradually form character traits and citizenship attitudes that everyone is proud to acknowledge. The units in the book stand for the most commonly described topics in character education: responsibility, honesty, integrity, respect, living peaceably, caring, civility, and the golden rule. Each unit in the book begins with a brief essay about the selected trait, followed by teaching suggestions, classroom resources, parent activities and Web sites, annotated student booklists, student Web sites, teacher Web sites, and an ERIC annotated bibliography. By reading the initial essay in each unit and selecting one of the activities or discussion suggestions, a teacher could begin work on the trait featured in that unit. A comparison of common core of beliefs as identified by selected programs and organizations is appended. (NKA)

ED 464 363 CS 511 123

Vaughan, Amanda
Closing the Gap: How the Alabama Reading Initiative Is Transforming Reading Instruction for All Students.
SPONS. AGENCY- Alabama State Commission on Higher Education, Montgomery.
PUB DATE- 00
NOTE- 21p.; Published with support from the Best Practices Center. Project evaluation funded by Dwight D. Eisenhower professional development program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Program Descriptions; Program Effectiveness; *Reading Achievement; *Reading Improvement; *Reading Instruction; *Reading Programs; Staff Development
IDENTIFIERS- Alabama Reading Initiative

This report examines the first 2 years of the Alabama Reading Initiative (ARI), whose goal is 100% literacy for all Alabama's public school children using a balanced approach to reading activities addressing violence in schools. It was designed to facilitate coordination of federal school violence-prevention activities and enhance collaboration on future projects. These activities either directly address the problem of violence that occurs on school property, at school events, or on the way to or from school or they focus on the precursors of violence. After a brief description of each project, study, or organization, the lead or funding agency and the collaborating federal agencies are identified, with contact information also provided. Nonfederal partners are listed in the project descriptions. The reports are divided into categories: surveillance activities, evaluation research activities, other research activities, research synthesis and application activities, programmatic activities, and resource and technical assistance centers. (RKJ)

ED 464 380 EA 031 524

Murphy, Joseph
Re-Culturing the Profession of Educational Leadership: New Blueprints.
SPONS. AGENCY- National Policy Board for Educational Administration, Fairfax, VA.; Johnson Foundation, Inc., Racine, WI.
PUB DATE- 01
NOTE- 15p.; Paper commissioned for the Meeting of the National Commission for the Advancement of Educational Leadership Preparation (1st, Racine, WI, September 19-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Educational Development; Educational Practices; Educational Principles; Elementary Secondary Education; *Leadership; *Professional Development
IDENTIFIERS- Reform Efforts

As the field of school administration gravitated toward conceptions of leadership based on business management and social-science research, its educational roots atrophied over the course of the 20th century. This paper makes the case for a new conceptual foundation for the profession and presents a possible framework for recasting the concept of leadership. The new foundation is anchored in three key concepts: school improvement, democratic community, and social justice. School leadership is cast in terms of three metaphors: moral steward, educator, and community leader. The "Principle of Correspondence" is presented as a synthesizing paradigm that promotes finding a principle that provides correspondence between value-carrying dimensions of a profession. It focuses on defining aims rather than engendering academic foment or parsing out administrative activities. It should act as an intellectual magnet to pull work together and guide it in certain directions, be informed by and help organize work and ideas, promote the development of a body of ideas and concepts that define school administration as an applied field, engender productive dialogue and exchange between different points of view, and establish a framework that ensures that the standard for what is taught is related to valued ends. (Contains 43 references.) (RT)

ED 464 381 EA 031 585

Bray, Mark

media, and graphics for classroom and long-distance law instruction. The third section, "Issues Faced by Schools in the Digital Age," by Dana T. Buckman and R. Craig Wood, covers topics involving school district liability for electronic communications, equal access for individuals with disabilities, and physical security of technological equipment. The fourth section, "Special Education K-12," contains material relating to the impact of IDEA procedural violations on special-education appeals, student discipline, and an IDEA update. (RT)

ED 464 400 EA 031 636

Badal, Alen
Elementary School Data Analysis.
PUB DATE- 02
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Administrator Role; *Data Analysis; Data Collection; Elementary Secondary Education; Evaluation; Standards; Testing

Educational standards are an essential tool for many school districts in their efforts to increase student academic achievement. Elementary school administrators and teachers play a critical role in the process of gathering, analyzing, and synthesizing student data with the goal of creating a meaningful plan to accomplish this goal. This article discusses practical steps in the data-analysis process in elementary schools. Administrators should act as facilitators; that is, as coaches, monitors of instruction, and reviewers of assessments and results created and applied by teachers. The Stanford Achievement Test (SAT 9) is given as an example of a comprehensive, objective means of assessing student academic achievement. Other sources of assessment data are recommended to complement SAT information. Administrators should work with leadership teams in formulating a data-gathering and data-analysis process, and later, to maintain the process. The practical considerations in this article represent processes universally applicable to school districts. External consultants can be used to complement assessment activities, especially considering that they come in with outsiders' points of view. An alternative to external consultants is in-district leadership teams. Ultimately, it is the collaborative efforts of the school-site faculty, facilitated by the administrator, that will make the difference. (RT)

ED 464 401 EA 031 637

Williamson, Ronald D.
Riding the Rapids: Professional Organizations in a Time of Demographic and Technological Change.
PUB DATE- 01
NOTE- 33p.; Paper presented at the Annual Meeting of the American Association of School Administrators (12th, Orlando, FL, February 16-18, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demography; Employment Patterns; *Organizations (Groups); Principals; Professional Associations; Secondary Education

DESCRIPTORS- Educational Objectives; *Educational Opportunities; *Educational Policy; Educational Quality; Educational Responsibility; Elementary Secondary Education; Relevance (Education); Standards
IDENTIFIERS- Reform Efforts

Members of the Council of Chief State School Officers (CCSSO) have been deeply involved in re-creating America's educational system to prepare it for the new century. They have been strong advocates and effective partners in designing and implementing standards-based reform, supporting higher quality professional practice in the classroom, more opportunity for early childhood education, and extended learning beyond the regular school day and year. Council members, however, still need to pay attention to criticism and confront issues realistically. Comprehensive standards-based strategies involve teachers being prepared for and supported to teach to the new academic standards, students having access to the programs and materials they are expected to master, and schools having authority to make program, personnel, and budgetary decisions to ensure all students meet the standards. Council agenda items for 2001 include promoting instructional change in every classroom, identifying examples of districts and schools that improve, measuring progress more effectively, developing broad support, coordinating services, enhancing states' roles, supporting the Deputies' Leadership Commission's actions in strengthening state leadership for learning, and implementing the CCSSO Action Plan for leadership for learning. (RT)

ED 464 422 EA 031 669

Helping Students To Be First in the World: Recommendations for Federal Action on Legislation, 107th Congress.
PUB DATE- 01
NOTE- 75p.; The summary report is appended.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; *Federal Aid; *Federal Legislation
IDENTIFIERS- Reform Efforts

The Council of Chief State School Officers (CCSSO) created a series of recommendations to the federal government and President for a 4-year federal investment in improving elementary and secondary education. These recommendations incorporate new initiatives with the reauthorizations of ESEA, OERI, and IDEA. The national objective is set to establish the purpose of federal funding and the order of priority and magnitude of federal commitment. Academic progress is to be accelerated for students in both public and private schools in greatest need of help through the use of Title I funds and the fulfillment of the federal commitment to share 40 percent of the cost of education for disabled students. Teacher quality is to be improved through professional development and incentives with emphasis on mathematics, science, and technology. States, local districts, and schools will also have flexibility in using federal funds through comprehensive plans. Mechanisms will be established to ensure accountability in the use of these funds. Research to improve education will also be supported. Four sections in this document cover vision and context, the goals for the nation, legislative specifications, and federal education policy and funding recommendations. A list of CCSSO Board of Directors and members concludes the document. The summary report is appended. (RT)

children with herbal and natural supplements. Appendices comprise the fourth section and include common side effects, a list of drugs, information resources, schedules of controlled substances, a list of certified regional poison control centers, and Canadian drug names. (CR)

ED 464 441 EC 308 953

Schacht, Robert M.
The Utilization of IWRP (IPE) Goals Other Than Competitive Employment for American Indians with Disabilities: A Preliminary Study. Final Report.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 100p.; Co-Investigators: Karla D. Wagner; Julie Anna Clay; Rebecca Vanderbilt; and Margaret Ligaya White.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Development; Adult Programs; Adult Vocational Education; *American Indians; Case Studies; *Cultural Influences; *Disabilities; Employment Opportunities; *Employment Programs; Individualized Programs; Rural Areas; Sheltered Workshops; *Vocational Rehabilitation
IDENTIFIERS- *Individualized Written Rehabilitation Programs

This final report presents conclusions of a study of culturally appropriate employment goals in individual written rehabilitation plans (IWRPs) for American Indians with disabilities. It focuses on goals other than competitive employment and reviews national statistics on work status at closure from all state agencies and 18 tribal VR (vocational rehabilitation)projects. Results are also presented from focus group interviews with state and tribal VR counselors who have experience with placements involving alternatives to competitive employment. Factors in the success of and barriers to the success of these programs are discussed. Certain work status alternatives to competitive employment, especially self-employment, unpaid family worker, and homemaker, are suggested as appropriate for clients living in rural reservation communities. Recommendations urge: (1) recognition of the cultural importance of alternatives to competitive employment; (2) workshops highlighting effective and appropriate uses of the alternatives to effective employment; (3) fully informing clients about legal alternatives to competitive employment; (4) encouragement of self-employment solutions; (5) consultation involving the whole family unit; (6) case studies of successful examples of sheltered workshop programs; and (7) outcome assessments of unpaid family worker and homemaker placements. Four appendices provide additional data on the study's small businesses, focus groups, and data collection instrument. (Contains 35 references.) (DB)

ED 464 442 EC 308 954

Crudden, Adele; Williams, Wendy; McBroom, Lynn W.; Moore, J. Elton
Consumer and Employer Strategies for Overcoming Employment Barriers. Technical Report.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 02
NOTE- 52p.
LANGUAGE- English

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; Delivery Systems; Elementary Education; *Emotional Problems; Integrated Services; *Intervention; *Mental Health Programs; Models; Parent Attitudes; Program Effectiveness; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Montgomery County Public Schools MD

This study evaluated the effectiveness of the Linkages to Learning (LTL) model of service delivery on the behavior of 119 students, 73 in a school receiving LTL services and the remainder attending a matched control school in Montgomery County, Maryland. LTL is a model for collaborative, school-based delivery of an array of mental health, social service, and educational services. Program highlights included the development of a series of early intervention social skills groups for children, acculturation workshops for parents, a comprehensive mental health assessment protocol, individual and group therapy for children and/or families, English classes for parents, and a therapeutic summer camp program. Data were collected from teachers, parents, and the children themselves. Analysis indicated positive outcomes for children and families in behavioral and emotional domains. Teacher-reported negative behaviors and children's self-reported emotional distress symptoms increased at the control school but not at the experimental school. Parents who received direct LTL services reported positive gains. (DB)

ED 464 462 EC 308 974

Robinson, Kristin E.
Outcomes of a School-Based Mental Health Program for Referred Youth.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 5p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (13th, Tampa, FL, March 5-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Age Differences; Behavior Change; Behavior Modification; Children; *Day Programs; *Educational Environment; *Emotional Disturbances; Integrated Services; Mental Health Programs; *Outcomes of Treatment; Program Effectiveness; Self Management; Symptoms (Individual Disorders)

This report discusses a study that examined clinical outcomes for 145 children (ages 5-17) with severe emotional disturbances attending a Children's Behavior Therapy Unit (CBTU) day treatment program across several locations. Children are referred to CBTU following failed placement with the respective school districts in less-restrictive settings, such as individual counseling, resource classes, and self-contained special education classes. The behavioral model at CBTU has a dual focus of treatment: reducing behavioral excesses (e.g., physical/verbal aggression, inattention, and noncompliance), and increasing behavioral skills (e.g., ability to identify and verbalize emotions in self and others, impulse control, and completion of tasks). Academic instruction is delivered within an environment utilizing core behavioral techniques, such as a level system, frequent feedback, and individual behavior contracts. Daily training is provided for interpersonal and students and their parents, and to the media. Repairs were designed on the basis of this information. Moisture damage was caused mainly by difficult moisture conditions at the building site, poor ventilation, and water leaks. Fungal genera typical to buildings with mold problems were collected from the indoor air and surfaces of the school buildings. Where moisture-prone structures were identified and visible signs of damage or elevated moisture content were recorded, the numbers of microbes also were high; thus microbial results from material samples supported the conclusions made in the structural studies. Several irritative and recurrent symptoms were common among the upper secondary and high school students. The prevalence of asthma was high (13 percent) among the upper secondary school students. During the last 4 years, the incidence of asthma was three-fold that of the previous 4-year period. (Contains 18 references.) (Author/EV)

ED 464 483 FL 027 243

Nakamura, Yuji
Teacher Assessment and Peer Assessment in Practice. Educational Studies 44.
PUB DATE- 02
NOTE- 15p.
LANGUAGE- English; Japanese
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *English (Second Language); Evaluation Methods; Foreign Countries; Graduate Students; Higher Education; Language Proficiency; *Language Skills; *Oral English; Oral Language; *Peer Evaluation; Student Evaluation; Test Items
IDENTIFIERS- Japan; Rasch Model

This study examined teacher and peer assessment of English language oral presentation skills in Japanese classrooms. Twelve graduate university students' oral class presentations were assessed by a teacher and four peers. After presentations were rated, teachers calculated the evaluations, and classmates shared their opinions on the top three presenters. The teacher gave summary comments on all presenters. The Many-Facet Rasch Measurement Model was used to investigate three areas (student ability, item difficulty, and rater severity). This analysis provided information on the relationship between the three facets (raters, students, and items); rater severity and fit statistic; student ability and fit statistic; item difficulty and fit statistic; and functioning of rating categories. Results suggest that the test can be improved by examining the fit statistics (misfit items) statistically and by having discussions with raters or students when they are misfitting. The study indicates that peer assessment can successfully motivate students to improve their presentations, students can be reliable peer raters, and the Rasch model can yield considerable significant data on several factors involved in presentation assessment (student academic adequacy, item difficulty, rater severity, and ability of students to adjust socially). (Contains 11 tables.) (SM)

ED 464 484 FL 027 244

Johnstone, Barbara; Danielson, Andrew
"Pittsburghese" in the Daily Papers, 1910-1998: Historical Sources of Ideology about Variation.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of New Ways of Analyzing Variation (30th, Raleigh, NC, October 11-14, 2001).

Secondary Education; English (Second Language); Higher Education; Japanese; Language Teachers; Language Usage; Limited English Speaking; Spanish; *Speech Communication; Teacher Role; Uncommonly Taught Languages
IDENTIFIERS- *Compliments (Language); *Politeness

The treatment of politeness features is particularly revealing of the complex dynamics that language teachers face given the cultural variety present in schools and colleges. Along with its positive contributions to the learning environment, the growing student diversity poses a significant challenge for both students and educators. This paper explores the culturally-based variations of a particular speech act (the compliment). A review of current literature on the subject among the speakers of five languages (American English, Chinese, Japanese, Egyptian Arabic, and Spanish) illustrates contrasting patterns of discourse. The review indicates that if communicative competence is a learning objective, the language curriculum needs to include direct treatment of such sociolinguistic features. Implications for today's classroom include the important role teachers play in implementing the use of compliments in the target culture, (Contains 14 references.) (SM)

ED 464 504 FL 027 265

Macias, Reynaldo F.
Minority Languages in the United States, with a Focus on Spanish in California.
PUB DATE- 01
NOTE- 24p.; In: The Other Languages of Europe: Demographic, Sociolinguistic and Educational Perspectives; see ED 453 678.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingualism; Educational Policy; Elementary Secondary Education; English (Second Language); Enrollment Trends; Immigrants; *Language Minorities; Limited English Speaking; Official Languages; *Public Policy; *Spanish
IDENTIFIERS- *California; Europe

This paper provides a comparative perspective on a language minority group in the United States, offering insights into the development of language policies for a new, developing multicultural Europe. It begins with background information that frames the current policies and cultural debates about Spanish, and to a lesser degree other non-English languages, in California and the United States. It describes language demography, discusses school enrollment trends among minority and immigrant language speakers, and notes the official status of languages in the United States, explaining that even though there is not an official, national, or constitutional U.S. language, English is the single language of government. The paper discusses language debates in the United States in the 1980s and beyond and concludes by explaining that the language politics in California in the last 2 decades has challenged and shifted the principles around which educational policy was built. There was a definite cultural policy backlash against immigrants and language minorities during the last decade of the millennium. It may require a substantial shift in political representation by language minorities for the interests of minorities to be reflected in law and educational policies. (Contains 8 tables and 13 references.) (SM)

ED 464 505 FL 027 267

DESCRIPTORS- *Adult Students; *Black Students; College Attendance; *College Students; Enrollment; Extracurricular Activities; Higher Education; *Males; Peer Relationship; Teacher Student Relationship
IDENTIFIERS- *African Americans; ERIC Digests

While the numbers of traditional age African American males enrolling in and graduating from higher education are declining, adult black males are increasingly returning to college. According to 2001 U.S. Census figures, the number of black males aged 25 years and over enrolled in college has increased from 143,000 in 1990 to 267,000 in 1995, to 335,000 in 2000. The adult black male's increased participation in higher education over the last decade has challenged postsecondary institutions to address the special needs of the adult learner. There are several interventions to help increase the success of adult African American males in higher education. Peer interactions provide needed social integration into the academic experience. Facilitative learning environments with faculty who nurture accumulated learning, contribute to knowledge acquisition, and encourage the application of learning to improve social surroundings are also critical to success. Being aware of the distinctive extra-curricular experiences that enrich learning and provide application opportunities is also important for faculty. Providing insightful information to educators on best practices in adult learning, including the obstacles adults encounter on numerous levels--interpersonal, personal, and organizational--is also a key step toward inclusive educational transformation. (Contains 15 references.) (CS)

ED 464 525 HE 034 512

Loane, Shannon
Distance Education and Accreditation. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; Small text may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; *Distance Education; Higher Education
IDENTIFIERS- ERIC Digests

In 1997-1998, there were more than 1.3 million enrollments in college-level, credit-granting distance education courses; this is approximately double the almost 754,000 formal enrollments in 1994-1995. The number of courses offered also almost doubled, with the nearly 26,000 distance education courses offered by 2- and 4-year higher education institutions in 1994-1995 growing to more than 47,500 different college-level courses in 1997-1998. This rapid growth in distance education has created the potential for fraud and abuse. With so many courses and programs offered by so many providers, how can students determine which courses and programs are worthwhile and which ones are shams? This digest reviews information about distance education, discusses accreditation, the traditional method of determining the quality of higher education offerings in the U.S., and how accreditation is being applied to distance education today. Although the past five years have seen much controversy, debate, and uncertainty, it appears that the accreditation community has begun to adapt, in large and small

Leadership; Quality of Life

This publication, the first in the Advancing Women's Leadership series, discusses women's perspectives on the presidency. In 1998 and 1999 the Office of Women in Higher Education of the American Council on Education (ACE) held a series of 13 roundtables around the United States to explore the status of women as college presidents. More than 110 women presidents from all types of institutions took part in the formal discussions and 22 participated in informal discussions. This report draws on those conversations to provide an inside look at leadership challenges in the college presidency and gender issues. It includes reflections and recommendations by the roundtable participants and materials culled from subsequent telephone interviews with some participants. The participating presidents spent the most time focusing on five critical areas: (1) working with boards; (2) special challenges and opportunities posed by the gender factor; (3) staying power; (4) identifying and mentoring talented women for presidencies; and (5) creating a climate for success. Some themes consistently emerged from the discussions. The first is that all presidencies are not alike, and that there is indeed a gender factor, especially in the complications posed by the personal lives of women presidents. Keeping the confidence and support of the board and mentoring and being mentored have special implications for female presidents. When to stay, when to go, and serving as college president a second time are all issues that have a special relevance for women in the college presidency. Among the keys to success, participants indicated, is achieving balance in professional and personal lives. Three appendixes list participants in the roundtables, members of the ACE Commission on Women in Higher Education, and financial contributors. Tne final appendix contains a list of six recommended readings. (SLD)

ED 464 546 HE 034 861

Funding Higher Education in England: How the HEFCE Allocates Its Funds. Guide.
PUB DATE- 02
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Block Grants; *Educational Finance; *Financial Support; Foreign Countries; Government Role; *Higher Education; *Resource Allocation
IDENTIFIERS- *England; *Funding Formulas

This guide describes the principles that underpin the allocation of funding to institutions of higher education in England by the Higher Education Funding Council for England (HEFCE) and explains the components of an institutions grant. It is intended both for those working in higher education and for those who want to understand funding methods. Formulas are used to determine how most of the money is allocated among institutions. These formulas take into account certain factors for each institution. The allocated funding is provided as a block grant that institutions may spend according to their own priorities within the broad HEFCE guidelines. In the 1996-1997 academic year funding methods were revised and the method used at present was first applied in 1997-1998. Because the HEFCE wants to be open about allocation methods and policies, the document describes the annual funding cycle, funds for teaching, funds for research, and other related funding. An

DESCRIPTORS- Benchmarking; *Educational Experience; Higher Education; National Surveys; Outcomes of Education; *School Effectiveness; *Student Attitudes; Student Surveys; *Undergraduate Students
IDENTIFIERS- *Student Disengagement

The National Survey of Student Engagement (NSSE) annually collects information about key aspects of the undergraduate experience that college and universities can use to improve student learning. The NSSE asks students questions about their campus experiences, focusing on five clusters of activities shown by research to be linked to desired outcomes in college. These are level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment. This report summarizes the first 2 years of this project, which now has information from more than 100,000 first-year and senior students at 470 different universities. Student experiences vary greatly, but findings support some generalizations. Schools of similar sizes differ on the student engagement benchmarks, although students at smaller colleges are generally more engaged than their counterparts attending larger institutions. A worrisome gap exists between the amount of time students spend on educational activities and the amount of time faculty members say they should be spending. Almost all students say that they occasionally ask questions in class, and most (90%) report working on projects with other students in class at least occasionally. Two-thirds of all seniors are involved in community service and volunteer work, and 72% participate in internships. Among the disappointing findings are that about one-fifth of students say that the institution gives little emphasis to studying and spending time on academic work, and 45% of students have never discussed ideas from their classes or readings with a faculty member outside of class. Three appendixes contain a list of supporting materials on the NSSE Web site, a chart of relationships among institutional reputation, resources, and NSSE benchmarks, and a list of participating institutions. (SLD)

ED 464 569   HE 034 885

The NSSE 2000 Report: National Benchmarks of Effective Educational Practice. National Survey of Student Engagement: The College Student Report.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Carnegie Foundation for the Advancement of Teaching, Menlo Park, CA.
PUB DATE- 00
NOTE- 53p.; For the 2001 report, see HE 034 884. Cosponsored by Pew Forum on Undergraduate Learning. Administered by Indiana University Center for Postsecondary Research and Planning with Indiana University Center for Survey Research and National Center for Higher Education Management Systems.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Benchmarking; *Educational Experience; Higher Education; Participation; Student Attitudes; Student Surveys; *Teacher Student Relationship; Undergraduate Students
IDENTIFIERS- *Student Engagement

The National Survey of Student Engagement (NSSE) annually collects information from undergraduate students about the quality of their education. In this first year of the survey, more than 63,000 first-year and senior students from 276

2001. Overall, the UW System conferred 28,217 degrees in 2000-2001. Of these, 969 were Associate Degrees, and 20,927 were Bachelors Degrees. There were 4,952 Masters Degrees, and 759 Doctoral Degrees, with 610 professional degrees. The discipline in which the most bachelors and masters degrees were conferred was Business Administration. The top discipline sub-area for doctoral degrees was Chemistry. Of the degrees conferred by UW in 2000-2001, 56.8% were earned by women, and 7.0% were earned by students of color. International students earned 5.1% of UW degrees. Detailed data are presented in seven tables. (SLD)

ED 464 591 HE 034 937

Student Financial Aid: 2000-01 Update. Informational Memorandum.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Debt (Financial); Federal Aid; Grants; Higher Education; Paying for College; State Aid; Student Characteristics; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *University of Wisconsin

This memorandum provides information about students granted financial aid in the University of Wisconsin (UW) system in 2000-2001 and earlier years. The total financial aid provided UW students was $497.8 million, up $29.8 million from 1999-2000. Total loan dollars for UW students were up $17.5 million from 1999-2000 to $340.3 million. Total grant dollars provided UW students, $146.3 million, were up $12.5 million from 1999-2000. Of the financial aid, 81% was from federal sources, and 8% came from state sources. Five percent was received from institutional sources. The number of students receiving aid, 84,217, was up 317 from 1999-2000, The percentage of undergraduates receiving aid, 56%, was up 1 percentage point from 1999-2000, and the percent of graduate students receiving aid, 36%, also increased. Some 66% of financial aid recipients were dependent students; 26% were independent. Sixty percent of resident undergraduates have student loan debt at graduation, down 3 percentage points from 1999-2000. The average loan debt at graduation was $15,611. Six appendixes contain detailed tables of student financial aid information. (Contains 17 tables.) (SLD)

ED 464 592 IR 021 175

Koszalka, Tiffany A.; Song, Hae-Deok; Grabowski, Barbara
Examining Learning Environmental Design Issues for Prompting Reflective Thinking in Web-Enhanced PBL.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Educational Environment; *Instructional Design; Middle School Students; Middle Schools; *Problem Based Learning; Student Attitudes; *Student Reaction; Teacher Role; World Wide Web
IDENTIFIERS- *Reflective Thinking

Reflection involves active, persistent, and careful consideration topics such as: beginnings, endings, and special events; seasons and holidays; cultural diversity; the bookstore; authors; Dewey Decimal rules; research rules; technology; interactive ideas; "Strictly Teens"; and catchy captions. Also included is a "Make Your Bulletin Board Get Noticed" checklist, a compilation of bulletin board tips and ideas for backings, borders, colors, and lettering. The final chapter contains literary quotations about libraries, librarians, books, and reading. The appendix includes a calendar highlighting noteworthy events, letter stencils, and sample bulletin boards. (Contains 265 references.) (MES)

ED 464 611 IR 021 305

Survey of Technology in the Schools: Preliminary Tables.
PUB DATE- 99
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Uses in Education; Coordinators; Educational Planning; *Educational Technology; Elementary Secondary Education; Information Technology; Internet; School Districts; Tables (Data); Teacher Surveys; *Technology Uses in Education; Training; Users (Information)
IDENTIFIERS- Technology Coordinators; *Technology Implementation

During the 1998-99 academic year, the Milken Family Foundation undertook the second annual survey of district technology coordinators. This report presents the following survey data from 3,800 districts in 27 states: response rates; size of districts; student uses of technology; student outcomes; teacher uses of technology; percentage of student classroom time spent using technology; number of queries regarding planning and implementation of technology; teacher attitude toward technology; teacher training; skills level of typical teacher; extent to which teachers in district use technology in their own practice; district tracking policy; how often districts evaluate technology use in schools; extent to which district uses technology in student assessment efforts; teacher incentives for technological fluency or technology use; progress indicators that district reports to local school board and/or community; level of support for technology plans by groups; sources of funding or in-kind goods and services for technology to date; extent to which specific uses of technology occur in district; schools in district that have formal partnerships that focus on school technology; districts that have a formal technology plan; cost and funding of district technology plan; expenditure per student per year; student to computer ratio; connectivity; technical support and maintenance for technology; computers that are not used; and federal funds and discounts. (MES)

ED 464 612 IR 021 306

CNN Newsroom Classroom Guides, April 2002.
PUB DATE- 02
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Current Events; Discussion; Educational Television; Elementary Secondary Education;

World Wide Web
IDENTIFIERS- Learning Environments; *QuickTime

Virtual reality (VR) can create a unique and interesting environment in which students at a distance can explore and investigate objects or scenes via the World Wide Web. Creating these VR components is a process that is much more simple than many believe. This paper outlines when using VR may be appropriate in instructional settings and describes the process necessary to create a VR panorama using Apple Computer's QuickTime Virtual Reality Authoring Studio Software, including four steps: plan, shoot, stitch, and make the panorama. (Author/MES)

ED 464 633 IR 021 403

Williamson, Edward A.; Slye, Gail L.
Developmental Pathways and Technology: The Foundations of Enhanced Intellectual Excellence.
PUB DATE- 02
NOTE- 17p.; In: Teaching, Learning, & Technology: The Connected Classroom. Proceedings of the Annual Mid-South Instructional Technology Conference (7th, Murfreesboro, TN, April 7-9, 2002); see IR 021 870.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; Computer Uses in Education; *Educational Technology; Higher Education; *Instructional Design; *Introductory Courses; Models; Preservice Teacher Education; *Technology Integration; Theory Practice Relationship
IDENTIFIERS- Comer (James P); *Developmental Theory; Drury College MO; Technology Utilization

The combination of technology applications and an understanding of developmental pathways theory enhances intellectual growth for preservice teachers. Utilizing the theories developed by Dr. James Comer and integrating them with state of the art technological applications, this paper describes one model of preservice education that has been remarkably successful in bridging the gap between synchronous and asynchronous instruction. The developmental pathways are divided into the following areas: physical, cognitive, psychological, social, ethical, and language. The paper focuses on the utilization of the developmental pathways in an educational foundations course taught at Drury University (Missouri). Examples of technological applications for each pathway are presented and discussed. (Contains 18 references.) (Author/MES)

ED 464 634 IR 021 870

Teaching, Learning, & Technology: The Connected Classroom. Proceedings of the Annual Mid-South Instructional Technology Conference (7th, Murfreesboro, Tennessee, April 7-9, 2002).
PUB DATE- 02
NOTE- 166p.; For individual papers, see IR 021 387-403. For the 2001 proceedings, see ED 463 719.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Mediated Communication; *Computer Uses in Education; Distance Education; Educational Technology; Information Technology; Instructional Design; Instructional Development; Literacy; Online Courses; Technology Integration;

ED 464 653 IR 058 477

Library of Virginia Annual Report (July 1, 2000-June 30, 2001).
PUB DATE- 01
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Donors; Library Acquisition; Library Collections; Library Expenditures; Library Funding; Library Materials; Library Services; Library Statistics; Library Technical Processes; Outreach Programs; Preservation; Public Libraries; Records Management; State Aid; *State Libraries

This annual report details the activities and accomplishments of the Library of Virginia for the 12-month period ending June 30, 2001. Following messages from the Board Chairman and the Librarian of Virginia, the document reports on: acquisitions; "All Virginia Reads: An Evening with William Styron"; conservation and preservation; volunteers; the Virginia Center for the Book; Digital Library Program; expanding citizen access to the Internet; records management; public funds support; statistical information; Web site; summer reading program; outreach services and programs; the Library of Virginia Foundation; Library of Virginia statement of revenues and expenditures-cash basis; fiscal year 2001 state aid to localities; and the Virginia Circuit Court Records Preservation Program. The report also lists: State Historical Records Advisory Board members; State Networking Users Advisory Board members; State Public Records Advisory Council members; contributors to the Library of Virginia Foundation; in-kind donors; donors to the Virginia Center for the Book; and in-kind contributors to the Virginia Authors Room. (AEF)

ED 464 654 IR 058 481

Lavelle, Bridget M.
Knowledgeability of Copyright Law among Librarians and Library Paraprofessionals Employed in Adult Services at a Large Public Library System.
PUB DATE- 02
NOTE- 59p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Copyrights; Information Services; *Knowledge Level; Laws; *Librarians; *Library Personnel; Library Services; Library Surveys; *Paraprofessional Personnel; Professional Personnel; Public Libraries; *Reference Services; User Needs (Information)
IDENTIFIERS- Copyright Law 1976

Since public libraries contain copyrighted works in the form of print, electronic or audiovisual sources, librarians and library paraprofessionals need to possess sufficient knowledge of United States copyright law to meet the information needs of patrons successfully and legally. A literature review revealed that minimal works address this topic. This study examined levels of knowledge of copyright law among librarians and library paraprofessionals employed in adult services. An anonymous questionnaire was used to survey a small sample of librarians and paraprofessionals employed at one public library system in the United States to learn their knowledge of copyright law during reference transactions. The questionnaire relationship between earning power and the successful completion of a program of study at an unidentified community college. In the first phase, researchers interviewed the state legislators from the community college's home county and asked them their beliefs on this relationship. In the second phase, researchers examined student transcripts and state income records to determine if there actually was a relationship between education and earning power. In the third phase, the state legislators' perceptions were compared with the results of the wage record and program completion data analysis to determine the accuracy of the legislators' perceptions. Conclusions from the study include: (1) the perceptions that were held by the legislators concerning the degree to which the community college impacted their state, the local economy, and individual earning ability were based more on a belief than on quantifiable data; (2) the college proved to be a major source of secondary jobs for both the county and state; and (3) program completion at the college had a positive impact on the earning power of its program completers. (Contains 23 references.) (KP)

ED 464 674 JC 020 366

Taylor, Marjorie
The Development of an Instrument for Assessing the Reaction of Participants and Their Supervisors to the Effectiveness of Workforce Training Programs in the Mississippi Delta.
PUB DATE- 00
NOTE- 112p.; Doctoral Dissertation, Delta State University (Mississippi).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Community Colleges; *Educational Assessment; *Evaluation Methods; Evaluation Research; Job Training; *Labor Force Development; Methods Research; *Program Evaluation; *State Legislation; Two Year Colleges
IDENTIFIERS- *Mississippi

In 1994, the Mississippi legislature enacted the Workforce Education Act, Senate Bill 2955, which called for the creation of One-Stop Career Centers affiliated with each community college district. The mission of the One-Stop Career Centers was to provide assessment, training, and placement services to individuals needing training, retraining, and upgrading for local industry. The purpose of this study was to develop an evaluation instrument to assess the effectiveness of workforce training programs provided by these career centers. The study was conducted in two phases. Phase 1 was the development and pilot test of the instrument for recording the reactions of the participants and their supervisors toward the effectiveness of the training programs. Phase 2 of the study consisted of field testing the instrument in two local community college districts. Based on the data collected from the study, it was concluded that the programmatic effectiveness of workforce training programs could be evaluated immediately using the instrument developed for this study; however, the personal effectiveness and the external effectiveness of training programs could not be evaluated immediately using the instrument. (Contains 5 tables, 49 references, and 6 appendices, including the survey instrument.) (KP)

ED 464 675 JC 020 368

approach--preservation of the culture and passing this knowledge on to future generations is a priority. (Contains 40 references, 3 tables, and 5 appendices.) (KP)

ED 464 694 JC 020 396

Zmetana, Katherine
Reflections on Change: A Community College Faculty Perspective.
PUB DATE- 02
NOTE- 180p.; Doctoral Dissertation, Oregon State University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Case Studies; *Change Strategies; College Administration; *College Faculty; College Role; *Community Colleges; *Educational Change; *Faculty College Relationship; Management Systems; *Phenomenology; Qualitative Research; School Business Relationship; School Community Relationship; Technology; Two Year Colleges

This dissertation addresses the need for community college administration to consider the opinions, needs, and perceptions of faculty when instituting educational change. Governments and colleges are tending toward market-driven responses to community needs. Faculty often perceive these business model innovations as short sighted, meant to introduce quick change for popular approval and retention of political power. Faculty tend to lose influence in the move toward running colleges as businesses. The author uses a phenomenological approach to the study, which looks at the context of the field site and the participants, presents case studies from 16 faculty members at 2 Oregon colleges representing all areas of the liberal arts, and culminates in a group discussion with 6 of the original 16 faculty members. Faculty members in the study argued that they were willing to implement changes, but that they expected administration to provide the time and space to talk about change strategies collectively and to plan ahead. Suggestions were that administration include faculty in every step of the change process, listen to what they have to say, incorporate faculty suggestions, and provide faculty with support and recognition. Student needs, rather than the consumer aspect of education, should always be a central priority. (Contains 109 references. Research instrument appended.) (NB)

ED 464 695 JC 020 398

Waluconis, Carl
Coordinated Studies Evaluation: Self-Evaluation Project.
PUB DATE- 90
NOTE- 173p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alternative Assessment; Basic Skills; Community Colleges; Interdisciplinary Approach; Nontraditional Education; *Outcomes of Education; Self Concept; *Self Evaluation (Individuals); *Student Attitudes; *Student Evaluation; Teaching Methods; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Seattle Central Community College WA

This paper presents self-evaluations from students in the Coordinated Studies (CS) Program at Seattle Central Community College (Washington). Students in all CS Programs were asked to fill out self-evaluations during the 1989-1990 school year. A faculty task force collected 356 self-assessment essays, and 10 and training; (3) the informal relationships among working-class men that were part of the community as well as the workplace were weakened by increasing technology, decreasing workforce, and managerial control; and (4) this process was gender-specific to men and included the transmission of values, such as anti-intellectualism and disdain for academic occupations. (Contains 13 references.) (KC)

ED 464 204   CE 082 847

Coghill, Carey Cox; Kirk, James J.
HR Positions on the Internet.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Certification; *Employment Opportunities; Employment Patterns; Employment Practices; Employment Projections; Employment Qualifications; Entry Workers; *Human Resources; Income; *Internet; Job Banks; *Labor Force Development; *Labor Market; Labor Needs; Literature Reviews; Occupational Information; Online Systems; Postsecondary Education; Trend Analysis
IDENTIFIERS- Job Announcements

The question of whether the online job market reflects the trends predicted for the job market was examined in a study of a random sample of 690 Internet job postings over a 6-month period. Each listing was categorized by type of position, desired qualifications, salary, and job specifications. Of the human resources (HR) jobs posted, 7.2% were for generalists. The remaining postings were for jobs related to the following areas: recruitment/staffing; HR management; compensation and benefits; employee assistance program consulting; HR administration; and other specific aspects HR. Nearly half (47.3%) of the postings preferred applicants with 4 years of higher education; 33% did not specify an education requirement. Most (92.4%) employers did not require certification. Work experience requirements and salaries varied widely. The study findings contradicted many expectations formed after a literature review. Far fewer generalist positions were found than expected. Another unexpected finding was that salary did not appear to increase as the responsibility and strategic role of the specific HR function increased. The number of listings requiring advanced degrees was far lower than expected, and the predicted trend for more required certifications was not substantiated. Postings for certain types of entry-level jobs predominated among the online job listings. Several areas requiring further study were identified. (MN)

ED 464 205   CE 082 853

Huws, U.
Statistical Indicators of eWork: A Discussion Paper. IES Report.
PUB DATE- 01
NOTE- 41p.; Part of the EMERGENCE project which is funded by the European Commission's Information Society Technologies (IST) Programme.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; Cross Cultural Studies; Developed Nations; Emerging Occupations; Employment Opportunities; *Employment

Further education colleges have been recognized for significant contribution to delivery of the government's agendas of economic competitiveness and social well-being. These two priorities have been identified: widening participation and raising standards. The Learning and Skills Act 2000 has established the Learning and Skills Council to plan and fund post-16 learning. Analysis of research and systematic quality and development programs highlights key findings regarding the priorities. Effective leadership and management at institutional and curriculum delivery levels need further development. The extent of external regulation and review arrangements could discourage institutions from taking ownership and responsibility for raising standards. Discussion regarding widening participation lack precision. A sustained strategic focus on the demand side is required. Funding options must be researched. Credit is recommended as a common measure of the volume of learning. More differentiated approaches are needed to engage hard-to-reach learners and meet their requirements, including workforce development; entitlement for adults to free education and training; support for micro, small, and medium-sized enterprises; modern apprenticeships; new strategies for basic skills and English for speakers of other languages; higher education of 18- to 30-year-olds; fee remission; national funding for learners; and planning for growth. (Contains 45 endnotes.) (YLB)

ED 464 223 CE 083 155

Youth Development: An Update.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; William and Flora Hewlett Foundation, Palo Alto, CA.; Ford Foundation, New York, NY.; Administration for Children and Families (DHHS), Washington, DC.
PUB DATE- 02
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Development; *Adolescents; Adult Education; Bibliographies; Economically Disadvantaged; *High Risk Students; Program Descriptions; *Welfare Recipients; Young Adults; Youth Employment; *Youth Programs
IDENTIFIERS- Alabama; Colorado; Georgia; Illinois; Maryland; Web Sites

This issue provides information on recent publications and resources on outcomes for teenagers in families receiving or transitioning off the welfare rolls and in innovative youth development programs for those and other at-risk youth. Thirteen publications are listed for additional information. A list of 17 Web sites for more information is presented. Brief descriptions of what five states are doing conclude the issue. The states are Alabama, Colorado, Illinois, Georgia, and Maryland. Contact information is provided. (YLB)

ED 464 224 CE 083 162

"Can't Afford To Lose a Bad Job": Latino Workers in Dane County.
PUB DATE- 01
NOTE- 33p.; Prepared with the assistance of project coordinator, Carlos Arenas. Part of the Latino Workers Project which was funded by Interfaith Coalition for Worker Justice of South Central Wisconsin, First Unitarian Society of Madison, Catholic

knowledge for their role in rehabilitation. Specific gaps in the nurses' skills and knowledge were identified. The study documented the scope and complexity of the knowledge base required by nurses on multiprofessional rehabilitation teams. The following were among the recommendations for improving nursing education: (1) base education preparing nurses for work in rehabilitation on a social model of rehabilitation; (2) institute a required nationally recognized and accredited postregistration qualification in rehabilitation; and (3) integrate learning in the workplace with more formal educational provision. (Contains 25 tables/figures and 59 references.) (MN)

ED 464 241 CE 083 201

Hart, Angie; Lockey, Rachael; Henwood, Flis; Pankhurst, Francesca; Hall, Valerie; Sommerville, Fiona
Addressing Inequalities in Health: New Directions in Midwifery Education and Practice. Researching Professional Education Research Reports Series.
PUB DATE- 01
NOTE- 228p.; For research highlights of this report, see CE 083 202.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Client Characteristics (Human Services); *Cross Cultural Training; Curriculum Development; Developed Nations; Disadvantaged; Educational Change; Educational Research; Foreign Countries; Health Occupations; Health Services; *Medical Education; *Minority Groups; National Surveys; *Obstetrics; Policy Formation; Program Effectiveness; Public Policy; *Social Attitudes
IDENTIFIERS- England; *Midwives; Reflective Practice

This report addresses key questions concerning the effectiveness of midwifery education in preparing midwives to meet the needs of women from minority or disadvantaged groups in England. Chapter 1 sets out the methodological context within which the work was undertaken and provides an overview of data sources and sample sizes. Chapters 3 and 4 review relevant literature relating to the project, with Chapter 3 focusing on the conceptualization of issues of inequality and disadvantage and Chapter 4 concentrating on how health care policy approaches inequalities issues, midwifery policy, and education of health professionals. Chapter 5 presents findings of a national survey of pre- and post-registration midwifery education curricula relating to inequalities and disadvantage. Chapters 6-8 explore findings from studies of midwifery education and practice in three very different parts of England. They illustrate the reality of providing midwifery care to service users from a variety of socioeconomic and ethnic backgrounds and reflect on how education prepares midwives to meet the needs of these different service users. Chapter 9 adopts a developmental focus, considering the findings in light of potential changes to education and practice. It outlines an "inequalities imagination," a concept developed during the study, and offers midwives a way of critically thinking about inequalities issues by drawing on debates around anti-discriminatory, anti-oppressive, and reflective practice. (Contains 233 references.) (YLB)

ED 464 242 CE 083 202

Evaluation of the Effectiveness of Midwifery Education in reauthorization of the Temporary Assistance for Needy Families program. The following were among the key findings: (1) the school achievement of elementary school-age children are improved by welfare programs that increase both parental employment and income by providing earnings supplements to welfare recipients when they go to work; (2) programs that mandate participation in employment-related services typically increase parental employment but not income and have few short- or long-term effects on elementary school-age children; (3) although time-limited welfare programs can be implemented in ways that avoid widespread harm for elementary school-age children, the combination of earnings supplements with short time limits on welfare may reduce the positive effects that such supplements bring to children; (4) adolescents' school achievement and progress have been negatively affected by their parents' participation in both voluntary and mandatory programs promoting work and programs with and without time limits on benefit receipt; and (5) some evidence suggests that the observed negative effects on adolescents result from "child care problems" associated with maternal employment. (Contains 11 endnotes and 6 references.) (MN)

ED 464 259 CE 083 226

The New Project Design and Management Workshop Training Manual.
PUB DATE- 00
NOTE- 196p.; Builds on "Small Projects Design and Management" (ED 289 006). Community action planning supplement to "Participatory Analysis for Community Action."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Adult Learning; Annotated Bibliographies; Change Agents; Classroom Techniques; *Community Development; Community Involvement; Community Planning; Definitions; *Developing Nations; Guidelines; Learning Activities; Learning Modules; Lesson Plans; *Participative Decision Making; Program Administration; *Program Design; Program Guides; Resource Materials; Sex Differences; Teaching Guides; Training Methods; Training Objectives; Volunteer Training; Womens Education; *Workshops
IDENTIFIERS- *Peace Corps

This training manual presents guidelines for planning and conducting a project design and management (PDM) workshop to teach Peace Corps volunteers to involve local community members in the process of using participatory analysis tools and planning and implementing projects meeting local desires and needs. The first six sections contain the following materials: a list of acronyms and abbreviations; guidelines for planning a PDM workshop; nine tips for PDM workshop trainers; a PDM session grid; definitions of key terms; and an annotated list of six resources and reference materials. The remainder of the training manual consists of 15 detailed training session plans on the following topics: (1) characteristics of effective projects; (2) identifying resources and expectations; (3) steps in project planning; (4) participatory analysis and priority setting with the community; (5) desires, needs, and problems; (6) determining project visions, assets, and strategies; (7) determining project goals, objectives, signs of success, and feasibility; (8) identifying and sequencing tasks; (9) assigning roles and responsibilities; (10) making a timeline;

Counselors; *Student Development
This chapter briefly describes a model for comprehensive guidance programs developed originally by Gysbers and Moore (1974, 1981) and later refined and updated by Gysbers and Henderson (2000). It is presented here as an example of a current and widely used student-centered program in the schools that is specifically designed to facilitate students personal, career, and academic development with strong support from and in collaboration with parents, teachers, administrators, and community members, including personnel in the business and labor communities. The model contains three major elements: content, organizational framework, and resources. The chapter concludes with a discussion on the importance of staying the course with such a guidance program structure in order to achieve successful student outcomes. (Contains 10 references.) (GCP)

ED 464 279   CG 031 699

Gazda, George M.
Student Support Programs: 2021.
PUB DATE- 02
NOTE- 14p.; In: Building Stronger School Counseling Programs: Bringing Futuristic Approaches into the Present; see CG 031 688.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change; Counseling Services; *Counselor Role; Counselor Training; *Educational Cooperation; Elementary Secondary Education; *Futures (of Society); Models; *Program Descriptions; *School Counseling; School Counselors
IDENTIFIERS- *Student Support Services
Student support programs 20 years hence will most likely be directly related to the configurations of the schools in which they are located. In order to speculate on the nature of the support programs, therefore, it is necessary first to speculate on what types of models schools will assume. This chapter considers some of the more prominent student support program models that are in practice or under development and some of the major reasons why change is necessary. Special attention is paid to the interactive roles of the reinvented school and the community. The author hypothesizes that the transition period of the next 20 years will be characterized by multiple roles and models for school support personnel, in which they will all receive more training in working with parents and families, and spend more of their time in this area. (GCP)

ED 464 280   CG 031 700

Hanson, Charles
School Counselors Center on Academic Achievement.
PUB DATE- 02
NOTE- 18p.; In: Building Stronger School Counseling Programs: Bringing Futuristic Approaches into the Present; see CG 031 688.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Advocacy; *Counselor Role; *Counselor Training; Educational Environment; Elementary Secondary Education; Futures (of Society); Program Development; *School Counseling; *School Counselors; Services
Academic support has long been accepted as a major role of school counselors, yet many believe that traditional roles will not be

Addressing Barriers to Development and Learning.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperation; Educational Change; Elementary Secondary Education; *Integrated Services; *Needs Assessment; Partnerships in Education; Policy Analysis; *Policy Formation; Position Papers; School Community Relationship; *School Effectiveness; *Shared Resources and Services; Student Development

A comprehensive, multifaceted, and integrated continuum of interventions is needed to address barriers to development and learning in order to enable good school instruction and positive opportunities for child and youth development. Such an approach is essential in enabling many schools to enhance their effectiveness and many homes and communities to improve the general well-being of youngsters. At present, there is no policy framework for establishing such a comprehensive and unified approach. Existing policies and practices must be revisited with the aim of weaving school and community initiatives into a cohesive continuum of interventions. This document provides both a formal statement of the policy problem and a resolution to guide organizations working toward policy cohesion. Exhibit A presents two component and three component models for reform and restructuring. Exhibit B contains examples of types of programs and services aimed at system changes and individual needs. Exhibit C outlines a model for a comprehensive, multifaceted, integrated continuum of school and community programs and services. (GCP)

ED 464 302 CG 031 730

Introduction to a Component for Addressing Barriers to Student Learning. A Center Brief.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Cooperation; Early Intervention; *Educational Change; *Integrated Services; Prevention; Program Development; *School Community Relationship; School Effectiveness; *Shared Resources and Services; Student Development

This paper discusses current school reforms and their role in addressing barriers to student learning. Providing all students an equal opportunity to succeed requires more than higher standards and greater accountability for instruction, better teaching, increased discipline, reduced school violence, and an end to social promotion. It also requires a comprehensive, multifaceted approach to barriers to learning and teaching. Ultimately, addressing barriers to learning must be approached from a societal perspective and requires fundamental systemic reforms designed to improve efforts to support and enable learning. This calls for developing a continuum of community and school programs. This report focuses on how such a continuum must be comprehensive, multifaceted, and integrated and woven into three overlapping systems: systems of discussions, chat rooms for synchronous meetings, message boards, space to post/comment on drafts, and of course, e-mail. But students who are struggling simply to find their academic voice may very well discover that this struggle only intensifies in a hybrid course. Current research shows that the type of computer mediated communication used does effect the interaction of its users and ultimately in a course like a hybrid, effects the development of a classroom community. Therefore, it is vital for instructors to be active in creating spaces in both environments for students to speak, because it is becoming all too apparent that "the new technology, when left unattended, creates more opportunities for oppression than for liberation." (Contains 16 references.) (NKA)

ED 464 324   CS 510 792

Books and Pets: Our Friends for Life! Arizona Reading Program Manual.
SPONS. AGENCY- National Foundation on the Arts and Humanities, Washington, DC. Inst. of Museum and Library Services.
PUB DATE- 02
NOTE- 282p.; CD-ROM is not available from ERIC. A Project of Arizona Reads funded under the Library Services and Technology Act. Creative coordination and design by K-READ.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bibliographies; Childrens Literature; Class Activities; Elementary Secondary Education; Fiction; Handicrafts; Individual Needs; Learning Activities; Nonfiction; *Pets; Reading Games; *Reading Programs; *State Programs
IDENTIFIERS- Arizona

This reading program manual delineates the "Books and Pets" program, a project of Arizona Reads, which is a collaboration between the Arizona Humanities Council and the Arizona State Library, Archives, and Public Records. A CD-ROM version of the program accompanies the manual. The manual is divided into the following parts: Introduction; Getting Started (Planning with Goals and Objectives; Program Planning and Scheduling; Let's Get Everyone Involved; Awards and Incentives; Program Survey; Publicity and Promotion; Letter from K-READ and Graphics; Decorations; Registration; Reading Logs); General Resources (Resource Companies; Government Resources; General Programming Titles; Theme-Based Fiction Titles; Theme-Based Non-Fiction Titles; Helpful Web Sites); Arizona Humane Society (Introductory Letter; Humane Literature Checklist; Games, Puzzles, and Activities; Bibliography of Children's Books); Activities (Age-Adaptable Programs and Activities; Songs and Plays; Pet Riddles; Games and Puzzles; Answers); Crafts (General Crafts; Sewing Crafts; Origami Crafts; Masks and Drawings; Recipes); and Special Groups (Young Adult General Programming; Young Adult Theme-Based Programming; Special Needs General Programming; Talking Book Bibliography; Good Books about Special Needs). Appendixes contain information about availability of program funds, incentive coupons for program participants, information on contributing to the 2003 Summer Reading Program, and detailed information on performers related to this year's theme. (NKA)

ED 464 325   CS 510 803

Hassel, Holly; Epp, Dawn Vernooy
Generation X Teaches College: Generation Construction as

children with severe reading difficulties. (NKA)

ED 464 344 CS 510 951

Evaluation of DC Reads: Year 2 Final Report.
SPONS. AGENCY- Corporation for National Service, Washington, DC.
PUB DATE- 00
NOTE- 87p.; Appendix C, which contains 13 survey instruments, is neither included in the on-line version nor the ERIC version.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Outcomes of Education; *Partnerships in Education; Primary Education; *Program Evaluation; Program Implementation; *Reading Achievement; Student Needs; *Tutorial Programs
IDENTIFIERS- Corporation for National Service; District of Columbia

The DC Reads program was first implemented during the 1997-1998 school year as a partnership among the Corporation for National Service; District of Columbia Public Schools; Communities in Schools (CIS), a nonprofit corporation; and six local universities, with Georgetown University acting as lead. During the 1998-1999 school year, it expanded to include two more city-based universities and more nonprofit community organizations that coordinate the delivery of testing services. The Year 2 evaluation of DC Reads focused on the program operated in 16 schools by CIS during the 1998-1999 school year. Across its 16 sites (4 of which served as primary study sites) DC Reads provided tutoring to approximately 504 students during the school year--most were in second grade. Students providing tutoring numbered 340; in the 4 study schools, 136 students received tutoring from 74 tutors. DC Reads tutors were mostly Federal Work-Study students attending partner universities, and they used a curriculum and instructional materials purchased by the partners and adapted. Most schools used the Book Partners curriculum while a few schools used the Reading One-to-One curriculum. The Year 2 evaluation concentrated on assessing student outcomes. Findings include: significant gains on 5 of 8 tests in the Reading Performance Battery, with dramatic gains in phonemic awareness; lowest performers progressing at the fastest rate; and nearly twice as much gain for tutored students compared to nontutored students on the Stanford Achievement Test. Effective practices and lessons learned (solutions) are: use of research-based elements to produce reading achievement; well-structured tutoring sessions in which the content and delivery of instruction are carefully planned; close coordination with school personnel; intensive, ongoing training and supervision for tutors; frequent, regular tutoring sessions; careful evaluation, assessment, monitoring, and reinforcement of progress; access to training and technical assistance resources; and engendering positive, caring relationships among student, staff, and tutors. Students who received tutoring made significant gains in reading, and overall the program experienced considerable success in its second year. Appended are: methodology, sources of information, and outcomes. (NKA)

ED 464 345 CS 510 952

Weiss, Suzanne
Reading.
SPONS. AGENCY- GE Fund, Fairfield, CT.
PUB DATE- 99
NOTE- 6p.; Published bimonthly.

instruction. It includes results from the external evaluation team, examples of changes in teaching practices and student behaviors, as well as the voices of participating teachers and school administrators. The report discusses what the ARI is, the key players (the principal, classroom teacher, higher education partner, reading specialist, and inservice center reading specialist), early results (reading scores are up, students are reading more, discipline problems are down, and special education referrals are down), stories of transformation from classrooms across the state, and challenges for the ARI. (RS)

ED 464 364 CS 511 124

Shannon, David M.
Reading Excellence Act (REA): A Progress Report.
PUB DATE- 02
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Primary Education; Program Effectiveness; Program Implementation; *Reading Achievement; *Reading Comprehension
IDENTIFIERS- Alabama; *Reading Excellence Act

Three analyses were conducted for this progress report of the Reading Excellence Act as implemented in Alabama public schools. The first analysis involved third grade reading comprehension scores over the 3-year period (1999-2001). Overall, reading comprehension scores remained stable. Based on multiple criteria, schools that either failed to meet expectations or exceeded them were identified. The second analysis examined changes from second to third grade for a matched sample of students participating REA schools. For all schools, the scores were higher in second grade. This may be, in part, due to the nature of the evaluation instrument used, the Alabama Early Learning Inventory. As in the first analysis, schools that either failed to meet expectations or exceeded them were identified. The third analysis examined relationships among the scores from the kindergarten, first, and second grade assessments with Stanford Achievement Test, Level 9 scores in third grade. Results revealed strong, positive relationships between each of the second grade strands and third grade performance. (RS)

ED 464 365 CS 511 125

O'Neal, Marcia R.; Spor, Mary W.
Evaluation of the Alabama Reading Initiative, 1999-2000.
SPONS. AGENCY- Alabama State Commission on Higher Education, Montgomery.
PUB DATE- 02
NOTE- 84p.; Prepared with contributions from Scott Snyder. Prepared by Center for Educational Accountability, University of Alabama at Birmingham. Evaluation Project funded by Dwight D. Eisenhower Professional Development Program. For executive summary, see CS 511 133. Appendixes are not available from ERIC or on the Web site. For "Evaluation of Year 2," see ED 460 144.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; Elementary Secondary Education; Evaluation Methods; Higher Education; Literacy; *Preservice Teacher Education; Professional Development; Program

Double-Shift Schooling: Design and Operation for Cost-Effectiveness.
PUB DATE- 00
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Administrative Organization; *Cost Effectiveness; Curriculum Development; *Double Sessions; *Economic Factors; Educational Change; Educational Economics; Elementary Secondary Education; Organizational Development; *Policy Formation; Public Schools; Staff Development

In a double-shift system, which aims primarily to extend access and minimize unit costs, schools cater to two entirely separate groups of pupils during a school day. The first group of pupils usually attends school from early morning until mid-day, and the second group usually attends from mid-day to late afternoon. Each group uses the same buildings, equipment, and other facilities. In some systems the two groups are taught by the same teachers, but in other systems they are taught by different ones. Some education authorities extend this model into a triple-shift system. A few education authorities operate quadruple shifts, but these systems usually have overlapping rather than end-on shifts. This book also discusses single shifts. It analyzes the advantages and disadvantages of different types of arrangements as practiced in a wide range of countries. Its main focus, however, is on double shifts. (DFR)

ED 464 382 EA 031 586

Carr, John; Artman, Elaine M.
The Bottom-Up Simple Approach to School Accountability and Improvement.
PUB DATE- 02
NOTE- 355p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Accountability; *Competency Based Education; Data Analysis; Educational Change; *Educational Improvement; Elementary Secondary Education; Improvement Programs; *Instructional Improvement; Leadership; Public Schools; *School Culture

The School BUS (bottom-up simple) model for school accountability uses local standards-based assessment data to improve schoolwide performance during the year, and from year to year. This system derives its ideas from abundant professional literature about successful school renewal. A local accountability process should link changes in school practices to changes in student achievement. The School BUS's four major components--standards-based assessments, school culture, schoolwide instructional practices, and student results--are called "wheels" because each component moves continually through its own cycle of improvement. A school can use the four wheels to embark on a journey of continuous improvement. Use of standards-based assessment data is a key element. Teachers and their principal, the professionals who work directly with the students, should be empowered to make the decisions about how

Professional organizations that serve school principals have found that the needs and interests of their members have changed, impacting the quality of their service. This study was launched to understand more fully the contextual variables that affected principals' work. It investigated demographic trends among secondary-school principals in Texas, issues that demanded their attention, and resources that helped their work. Quantitative and qualitative data were gathered through a survey of school principals and a series of focus groups held in the state. Demographic data show that an increasing number of middle and high school principals are new to their role and require relevant products and services of professional organizations. More recently appointed principals are more likely to be female, minority, and from an urban setting than more experienced principals. These younger principals are constituencies traditionally underserved by professional principal groups. They also reject old-style professional organizations built around hierarchical governance and longevity and embrace more collaborative and participative activities. This study offers guidance to both professional organizations and institutions of higher education about issues and trends important to middle and high school principals. It identifies strategies that principals find useful in ensuring their continued professional growth. (Contains 14 references and 16 tables.) (RT)

ED 464 402 EA 031 638

Williamson, Ronald
Democracy at Work: The Struggle To Renorm One Middle Level Program.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Houston, TX, August 7-11, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Committees; Middle Schools; Organizational Effectiveness; Planning; *Program Administration; *Program Design; Program Development; Program Evaluation
IDENTIFIERS- Reform Efforts

Disagreement exists about the role and function of middle schools. Demand for improved student achievement, greater accountability, improved test scores, and greater responsiveness to parents characterize tensions. This paper reports on the efforts of one community to examine its middle-school program and reposition it to become more effective at serving its students. The study looked at five schools in one district located in the suburbs of a major midwestern metropolitan area. All schools offer a similar academic program. It used a modified case-study approach that recognizes the uniqueness of each school setting. Tensions identified in the reform process included real involvement for all concerned versus superficial involvement, levels of trust, narrow interests versus broad reform, and focusing on student interests versus employee interests. The paper describes how a program-review committee was formed and conducted itself, including the selection process, use of an external facilitator, use of data to identify essential issues, and programmatic responses. The result was the creation of an ongoing, healthy conversation about the middle-level program, built on a foundation of trust, commitment to collaborative

ED 464 423 EA 031 670

Schiff, Tamara
Priorities and Barriers in High School Leadership: A Survey of Principals.
PUB DATE- 01
NOTE- 68p.; Contributors include Rosa Aronson, Josephine Franklin, Anne Miller, Aimee Cvancara, Bob Farrace, Dick Flanary, John Nori, Pete Reed, and Jim Rourke.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Effectiveness; Employment Experience; High Schools; Job Performance; *Leadership; Leadership Qualities; *Principals

At the heart of every good school is a good principal who provides the necessary leadership to create an effective learning environment. Measuring the condition of high school leadership is an important part of the agenda of the National Association of Secondary School Principals (NASSP). This survey is designed to add to a knowledge base about the high school principalship. The survey instrument used here was developed by the Milken Family Foundation to ascertain principal perceptions of various issues relating to teachers. Considering low student achievement, an achievement gap, high dropout rates, and the teacher shortage in this country, many high school principals recognize the need to be both manager and instructional leader. However, findings from this survey point out how difficult it is for them to assume both roles effectively, given the daily pressures of the principalship. For example, typical high school principals work more than 62 hours per week. Frequently cited roadblocks that interfere with principals' job effectiveness include the amount of time spent on administrative details, a general lack of time to do the job, apathetic or irresponsible parents, and new state guidelines and requirements. Two appendices contain the survey instrument used and survey results. (Contains 12 references.) (RT)

ED 464 424 EA 031 671

Dossett, Dena; Munoz, Marco
Year-Round Education in a Reform Environment: The Impact on Student Achievement and Cost-Effectiveness Analysis.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Cost Effectiveness; Intermediate Grades; Program Effectiveness; *Year Round Schools
IDENTIFIERS- Reform Efforts

The purpose of this study was to examine the impact of year-round scheduling on student achievement and attendance and to conduct a cost-efficiency analysis associated with year-round education. Participants were students who attended year-round school in the fourth and fifth grades (N=95) and students who attended schools with traditional calendars at the same grade levels matched on third-grade test scores and socioeconomic status (N=95). Multivariate and univariate analysis revealed no significant differences between students attending year-round

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accessibility (for Disabled); Adult Programs; Adult Vocational Education; *Blindness; Employer Attitudes; *Employment Opportunities; Focus Groups; *Visual Impairments; *Vocational Rehabilitation

This report on strategies for overcoming employment barriers for persons with visual impairments summarizes comments and suggestions of 7 focus groups comprised of either consumers (n=49) or employers (n=19). The report first reviews the literature concerning employment barriers and how consumers in previous studies suggested these barriers be overcome, followed by the results and analysis of the consumer focus groups. Then, in a similar fashion, it reviews the literature concerning employment barriers and the focus group suggestions from the employers' standpoint. Barriers discussed are broken down into those concerned with employment, negative attitudes, transportation, print access, and employment preparation. Suggestions address such issues as consumer involvement in the Individualized Plan for Employment, provision of orientation and mobility services, procurement policies and procedures for assistive technology, and counselor willingness to recognize the consumer's "right to fail." Four appendices include the consumer and employer protocols, the consumer and employer background information forms, and the consent form. (Contains 25 references.) (DB)

ED 464 443 EC 308 955

Jensen, Mary Cihak; Churchill, Lisa; Davis, Teresa
Finding and Keeping the Best: A Rural Regional Partnership for Recruiting and Retaining Teachers for Children with High-Incidence Disabilities. Final Performance Report, December 1, 1998 through December 31, 2001.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 01
NOTE- 17p.; Part of the Personnel Preparation To Improve Services and Results for Children with Disabilities Program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Mild Disabilities; On the Job Training; Poverty Areas; Preservice Teacher Education; Program Evaluation; Regional Programs; *Rural Education; *Special Education Teachers; *Teacher Recruitment
IDENTIFIERS- *California

This final report describes activities and achievements of a 3-year project using a public school and university partnership structure to jointly recruit, select, train, certify, and retain special educators in a high poverty rural service region of Northeastern California. Emphasis was on improvement of educational services for pupils with high incidence disabilities and their families by addressing the critical need for both quantity and quality of personnel through an innovative "on-the-job" preservice training program. Activities, accomplishments, and outcomes are detailed for each of the following five project objectives: (1) reduce shortage of qualified teachers; (2) attract and select best candidates; (3) provide accessible structure; (4) prepare effective rural teachers; and (5) fashion support structure for teacher self-management skills, such as communication, impulse-control, and problem-solving skills, using a mixture of didactic, role-playing, and generalization opportunities. Preliminary findings from the study indicate that the children attending the CBTU day treatment program demonstrated improved behavioral symptoms during approximately 12 months of treatment. Elementary school children showed slightly better improvement than the adolescent group. (Contains 14 references.) (CR)

ED 464 463 EC 308 975

Welkowitz, Julie A.; Broer, Stephen M.; Topper, Karen; Thomas, Cassandra; Backus, Linda; Hamilton, Ruth
Students Speak Out: Preliminary Qualitative Findings of a Mentor/Advisor Project.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 4p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (13th, Tampa, FL, March 5-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Disorders; Community Involvement; Community Programs; Counseling Techniques; *Emotional Disturbances; Family Involvement; Group Therapy; *Heterogeneous Grouping; High Risk Students; High Schools; Interpersonal Communication; *Interpersonal Competence; Mental Health Programs; *Mentors; Participant Satisfaction; Peer Relationship; Secondary Education; *Service Learning; Social Support Groups; Student Attitudes; Student Leadership; Student Volunteers

This report explores the impact, through themes that emerged in interviews with 59 participating adolescents, of the Mentor/Advisor Program on students with or at risk of emotional disturbance. The Mentor/Advisor Program is implemented as part of the existing regular education high school curriculum and is designed to promote resiliency and school success among high school students, particularly those with emotional and behavioral challenges. This is accomplished through opportunities for building relationships, leadership and problem-solving skills, and community engagement. The main components of the project include: (1) heterogeneous groups of 6-8 students (those with and without emotional and behavioral problems) meet with their mentor throughout the school year for approximately one hour 2 to 3 times per week; (2) community service learning projects that meet the needs of the community; (3) Individualized Learning Plans; and (4) family and community involvement. Participating adolescents indicated that the mentor groups gave them a chance to be accepted and a sense of belonging not based on traditional social groups. Students also indicated that one of the key reasons they liked the mentorship class was the opportunity for student leadership. The community service learning was consistently noted by students as one of their favorite aspects of the program. (CR)

ED 464 464 EC 308 976

Greenberg, Mark T.; Domitrovich, Celene; Bumbarger, Brian
Effectiveness of Prevention Programs for Mental Disorders in School-Age Children.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Diachronic Linguistics; Ideology; Language Usage; *Language Variation; Newspapers; *Regional Dialects; Speech Habits; Urban Language
IDENTIFIERS- *Pennsylvania (Pittsburgh)

This paper explores how one facet of the process by which ideology about linguistic variation originates and circulates. It analyzes an archive consisting of newspaper articles from Pittsburgh, Pennsylvania, about Pittsburgh speech, the earliest of which is from 1910. The articles began appearing regularly during the 1950s-60s. First, the paper sketches changes in the focus of these articles (early ones are about proverbs, later ones are about words, and recent ones describe phonological variation), and it notes changes in the attitudes the articles express about local speech. It touches on the changing role of scholarly authority in public discourse about "real" Pittsburgh speech and explores one facet of the standardization of non-standard forms via public representation and discussion of them. It examines how the words, structures, and sounds that now appear repeatedly whenever local speech is described originally came to be thought of as "real" or "good" (or even "correct") Pittsburghese. In particular, it traces the history of spellings of two non-standard forms, "redd up" (meaning tidy up) and "yinz" (a second-person plural pronoun). (Contains 20 references.) (SM)

ED 464 485 FL 027 245

Judd, Elliot L.; Tan, Lihua; Walberg, Herbert J.
Teaching Additional Languages. Educational Practices Series 6.
PUB DATE- 01
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication Skills; Elementary Secondary Education; *Grammar; Higher Education; Interpersonal Communication; Language Proficiency; *Language Skills; Learning Strategies; *Linguistic Input; Listening Skills; *Pronunciation; Reading Comprehension; Reading Skills; *Second Language Instruction; *Second Language Learning; Speech Skills; Writing Skills

This booklet describes key principles of and research on teaching additional languages. The 10 chapters focus on the following: (1) "Comprehensible Input" (learners need exposure to meaningful, understandable language); (2) "Language Opportunities" (classroom activities should let students use natural and meaningful language with their classmates); (3) "Language Practice" (classroom activities should encourage students to use the additional languages for genuine communication); (4) "Learning Strategies" (students should be taught strategies that enable them to increasingly learn language on their own and from the classmates and others without their teacher's help); (5) "Listening" (students need practice in understanding naturally spoken additional languages); (6) "Speaking" (students need practice speaking in language comprehensible to others); (7) "Reading" (students

Tuzi, Frank
Streaming Audio in ESL.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (TESOL) (St. Louis, MO, February 27-March 3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Educational Technology; *English (Second Language); Higher Education; Internet; Listening Skills; Second Language Instruction; Teaching Methods
IDENTIFIERS- *Streaming Audio

Streaming audio (SA) is a new technology that allows users to listen to sounds and watch videos on or off the Internet. Language instructors can incorporate this technology into their classes and enhance classroom listening activities and the listening opportunities that students can experience. Currently, very few people use SA in their courses, and fewer English-as-a-Second-Language (ESL) materials developers make SA activities for the greater community. There has been virtually no research on SA and its effect on second language development. Benefits to SA include the following: students can get information, listen to real English for English native speakers, and gain access to impromptu speech. Potential drawbacks include the following: the amount of appropriate materials may be limited, some of the sound clips are lengthy, and there is a need for Internet access. Possible SA classroom activities for students include keeping a journal about clips they have heard, guessing the meanings of new words, making/identifying pictures and maps, and answering content questions. The paper concludes that SA is a potentially powerful tool for making listening activities for students, though there is little research on its impact on second language learners' listening abilities. (Contains 14 references.) (SM)

ED 464 506 FL 027 268

Chi, Feng-Ming
Reading as Comprehension and as Interpretation in Learning English as a Foreign Language (EFL).
PUB DATE- 02
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Critical Thinking; *English (Second Language); Foreign Countries; Higher Education; *Reading Comprehension; *Reading Instruction; *Second Language Instruction; Short Stories
IDENTIFIERS- Taiwan

This study investigated how 12 Taiwanese English-as-a-Foreign-Language (EFL) college students comprehended and interpreted 4 English short stories. Free writing was used to collect the data, and a topical unit was used to analyze the data. The results identified two patterns: the comprehension level and the interpretation level. The comprehension level was divided into three categories: summarizing, elaborating, and inferring. The interpretation level was also divided into three categories: evaluating, associating, and transferring. The ways, accreditation practices and standards and apply them to distance education programs and institutions. (Contains 19 references.) (CS)

ED 464 526 HE 034 800

Student Assessment Committee 2001-02 Assessment Program Orientation.
PUB DATE- 01
NOTE- 57p.; Sponsored by CNU Assessment & Evaluation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Evaluation Methods; Higher Education; *Program Evaluation; Recordkeeping; *Student Evaluation
IDENTIFIERS- *Christopher Newport University VA

This workbook for the orientation for the Student Assessment Committee at Christopher Newport University begins with the agenda for the committee meeting. The first section contains the three column model of assessment and evaluation and sample assessment records using the university's theater arts program and the university counseling center as examples. The second section contains the Assessment Committee working materials, with the assessment timetable and sample schedules and checklists for the assessment process. The final section contains a list of five selected readings on the topic of assessment. (Additional Student Assessment Committee worksheets and evaluation forms are attached.) (SLD)

ED 464 527 HE 034 801

Conley, Valerie Martin; Leslie, David W.
Part-Time Instructional Faculty and Staff: Who They Are, What They Do, and What They Think. 1993 National Study of Postsecondary Faculty (NSOPF:93). Statistical Analysis Report.
PUB DATE- 02
NOTE- 146p.; Linda J. Zimbler, Project Officer.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; *Faculty Workload; Higher Education; National Surveys; *Part Time Faculty; Teacher Attitudes; *Teacher Characteristics
IDENTIFIERS- *National Study of Postsecondary Faculty

Part-time faculty members are a sizeable part of the workforce in postsecondary institutions today. Forty-two percent of all instructional faculty and staff were employed part time by their institutions in the fall of 1992, and 44 percent of those individuals were teaching in two-year institutions. Data from the 1993 National Study of Postsecondary Faculty provide valuable insight into the characteristics of this group of faculty from a national perspective. Responses were received from 817 eligible institutions and 25,780 faculty and staff members. A nationally representative sample of faculty and instructional staff received questionnaires in 1993 that asked about their employment in the fall of 1992. This report contains estimates of the characteristics, qualifications, motivations, work patterns, and attitudes of part-time instructional faculty and staff in four-year and two-year institutions by program area in fall 1992. The report compares annex gives some examples of funding for teaching. A glossary is also included. (SLD)

ED 464 547 HE 034 862

Women's Health in the Baccalaureate Nursing School Curriculum: Report of a Survey and Recommendations.
PUB DATE- 01
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; *Bachelors Degrees; *Course Content; *Curriculum; Females; Gender Issues; *Health; Higher Education; *Nursing Education; Nursing Students; Surveys

This report presents the analytical results of a survey of U.S. baccalaureate nursing schools conducted during 1999 by the American Colleges of Nursing with a description of the extent of women's health content in the curriculum and selected recommendations designed to strengthen this content. Additional resources are included that describe the essentials of baccalaureate nursing education, fundamental features of women's health care, and the significant contribution of nurses in providing comprehensive women's health care. The survey was sent to deans or directors at 521 schools in the United States that had entry level baccalaureate nursing programs. Responses were received from 334 schools (64%). Results of the survey show that a large majority of entry-level baccalaureate nursing education programs do include a high percentage of women's health topics in the curriculum. One topic (the impact of race/ethnicity/culture on health status, health beliefs and behaviors, and health care use) was included in the curriculum of every school reporting. Domestic violence and rape were included in the required course content of 95% and 92% of the nursing education programs, and childhood abuse was included in 94% of the programs reporting. Areas for improvement are identified, and some specific recommendations are made. Nine appendixes contain supplemental information related to the survey methods and findings. Survey instrument is included. (Contains 38 tables and 19 references.) (SLD)

ED 464 548 HE 034 863

Hagedorn, Linda Serra
Gender Differences in Faculty Productivity, Satisfaction, and Salary: What Really Separates Us?
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Equal Opportunities (Jobs); Gender Issues; Higher Education; National Surveys; *Productivity; *Satisfaction; *Sex Differences; *Teacher Salaries

Gender differences in faculty productivity, satisfaction, and salary were studied using 2 large datasets, the 1999 Higher Education Research Institute Faculty Survey (n=55,081) and the 1993 National Study of Postsecondary Faculty (n=25,780). Findings show very little evidence of gender differences in productivity, especially at the lower productivity levels. Although the gender gap remains at the higher productivity levels, among faculty at universities women are more likely colleges and universities answered questions focusing on the extent to which they participate in proven educational processes that contribute to successful outcomes. Questions are clustered around five benchmarks of effective educational practice: (1) level of academic challenge; (2) active and collaborative learning; (3) student interactions with faculty members; (4) enriching educational experiences; and (5) supportive campus environment. Findings make it apparent that 4-year colleges and universities differ considerably in terms of the quality of the undergraduate experience they offer and their expectations for student performance. Student engagement varies, but, in general, students in small colleges are more engaged than those in larger institutions. Every sector of higher education includes some institutions that can model effective educational practice for their peers. Some types of students are more engaged than others, but these differences are not generally the result of gender, race, or ethnicity, but more likely to be the result of full- or part-time status, campus residence, and status as a senior or freshman. Eight appendixes contain information about participating institutions, survey methodology, and a copy of the survey. (Contains 11 figures and 7 endnotes.) (SLD)

ED 464 570 HE 034 886

Global and App Express Updates, 2002-2003. EDExpress Training. Participant Guide.
PUB DATE- 02
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Applicants; *Data Collection; Federal Aid; Higher Education; Information Dissemination; *Student Financial Aid
IDENTIFIERS- Higher Education Act Title IV; *SPEEDE ExPRESS Electronic Transcript System

This manual identifies the major changes for 2002-2003 in EDExpress, the electronic data exchange aspect of the Title IV student financial aid application process. It describes the major changes in the global EDExpress module and the App Express module and discusses locations for other resources describing changes in EDExpress. The Global Module refers to the functions in the EDExpress system that affect all modules or that do not relate to any specific module. Setting up user IDs and passwords is an example of a global function. The App Express module deals with the handling of the Free Application for Federal Student Aid (FAFSA) initial applications and corrections. Changes are described for: (1) installation; (2) access passwords; (3) printing; (4) setup; (5) tabs for the modules; (6) handling prior year data; (7) document tracking; (8) user-defined letter creation; (9) queries between or among fields; (10) renewal application; (11) message classes (types of message added); (12) importing data; (13) edits and skip logic (skipping fields); (14) financial aid application information; and (15) the verification worksheet. Several illustrations of new techniques are included. (SLD)

ED 464 571 HE 034 887

Apps 101, 2002-2003. EDExpress Training. Participant Guide.

of any belief or practice. It promotes understanding of underlying beliefs and application of new knowledge to new situations. Problem-Based Learning (PBL) provides the instructional mechanisms for prompting learner reflective thinking. This study examines the following: factors that students perceive as prompting reflective thinking; which factor is perceived as the most important for prompting learners' reflective thinking; whether there is a significant difference between the derived factors; and which elements or characteristics prompt reflective thinking within the derived factors. Participants were 144 sixth through eighth grade students attending three different middle schools in rural Pennsylvania. The study found that young students perceived three factors as most important in supporting their thinking: learning environment, teacher, and scaffolding tools. Reflective factors are described and implications for designing PBL that can promote reflective thinking are discussed. The findings of this study have important implications for the design of PBL environments so that they promote reflective thinking. (Contains 20 references and 3 tables.) (AEF)

ED 464 593 IR 021 176

Koszalka, Tiffany
Predictive Relationships among Science Classroom Resources and Middle School Student Interest in Science Careers: An Exploratory Analysis.
PUB DATE- 02
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Media; *Educational Resources; *Instructional Materials; Middle School Students; Middle Schools; *Science Education; *Science Interests; Student Attitudes; *Student Interests; World Wide Web

This study investigates the relationships among different types of resources in science and student science career interests. A survey method was used to collect data from over 600 middle school students in several states. Classrooms were classified into resources use types based on teacher responses to six questions indicating the regular use of resources during science class and were coded as: low "sociableness" and low "webnicity"; high sociableness and low webnicity; low sociableness and high webnicity; and high sociableness and high webnicity. The results of the study indicated that the regular use of human resources was a significant predictor of science career interest for both boys and girls. The use of Web resources predicted science career interest scores only for girls. Understanding these relationships can help strengthen the process of designing science education and support decision-making related to securing resources that may inspire students to pursue science. (Contains 41 references.) (AEF)

ED 464 594 IR 021 177

Sketches of Innovators in Education: A Collection of Articles on Teaching with Technology by Indiana State University Faculty and Staff. Third Edition.
PUB DATE- 01
NOTE- 39p.; For second edition, see ED 444 596.

Programming (Broadcast); *Social Studies; *World Affairs
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of April 2002, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: Israeli soldiers attack Yasser Arafat's headquarters in Ramallah, Israel intensifies its West Bank offensive, Yasser Arafat's headquarters is badly damaged, Egypt limits its relationship with Israel, and President Bush sends Secretary of State Colin Powell to the Middle East (April 1-5); Iraqi oil, Secretary Powell visits Egyptian President Mubarak; violence makes Secretary Powell's mission difficult; and Secretary Powell arrives in Israel (April 8-12); U.S. tries to stop the Israeli-Palestinian crisis from becoming a regional conflict, Israeli Prime Minister Sharon claims that most of Israel's' West Bank operation will end within a week, profile of Marwan Barghouti, Secretary Powell concludes his negotiations in the Middle East, and French elections (April 15-19); President Bush's adviser Karen Hughes steps down, the U.S. East Coast experiences the worst drought in decades, and space tourism (April 22-26); Pakistan's President Musharraf calls a referendum aimed at keeping him in power (April 29-30). (MES)

ED 464 613 IR 021 307

Summerville, Jennifer; Morrow, Jean; Howell, Dusti
Using Excel in the Classroom.
PUB DATE- 02
NOTE- 103p.; With contributions from Renee M. Eggers and Deanne Howell. "For both Mac and PC users of Microsoft EXCEL 97, 98, 2000, and 2001."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Oriented Programs; *Computer Uses in Education; Educational Resources; *Educational Technology; Elementary Secondary Education; Instructional Materials; Lesson Plans; *Material Development; *Spreadsheets; Technology Integration
IDENTIFIERS- Apple Macintosh; *Microsoft Excel; Windows (Software)

Microsoft Excel is a sophisticated and flexible reporting, planning, and presentation tool that teachers can use effectively for curriculum prep, class projects, budget planning and reporting, and even as a database. This book, a how-to guide for teachers at all grade levels, provides information on the fundamentals of creating powerful spreadsheets that can enhance classroom teaching and learning. The book, filled with specific classroom-tested templates, and techniques, is designed to give immediate results using either Windows or Macintosh platforms. Chapters include: "Understanding Microsoft Excel"; "Creating a Gradebook"; "Basic Math and Excel"; "Formulas and Functions"; "Using Excel as a Database"; "Creating Charts"; and "Printing an Excel Worksheet or Workbook." At the end of each chapter, a quick review is provided. The book is illustrated throughout with figures depicting sample screens. (Includes an index.) (AEF)

ED 464 614 IR 021 308

World Wide Web

This proceedings of the seventh annual Mid-South Instructional Technology Conference on Teaching, Learning, and Technology contains the following papers: "A Tale of Two Classes: Face-to-Face versus Online" (Carol Wilson); "Best Practices in Organization Highlighting 360 Degree Feedback" (Bonita Barger); "Collaborating Online To Teach Information and Multimedia Literacy" (Lori Buchanan, Ted Jones, and DeAnne Luck); "Communities of Learners: Connecting Students to Maximize Learning" (Maria Clayton); "Developmental Pathways and Technology: The Foundation of Enhanced Intellectual" (Gail Slye and Edward Williamson); "Does Personality Type Effect Online versus In-Class Course Satisfaction?" (Richard Daughenbaugh, David Ensminger, Lynda Frederick and Daniel Surry); "Elementary Algebra Student-Written Web Illustrations = Math Mastery" (Bette Veteto); "Enhancing Classroom Teaching with Online Web-Based Tools" (Raj Desai and Ted Loso); "Faculty Perceptions of Factors That Facilitate the Implementation of Online Programs" (David Ensminger and Daniel Surry); "Flesh and Bone: Information Literacy, Teaching, and the Connected Classroom" (Kathleen Lant); "From Key Handouts to More Hands On Keys: Planning for the Progressive Use of Technology by Faculty" (Mary Nunaley and David Warner); "Geographic Information Systems and the Global Positioning System: Involving Students in the Formation and Testing of Hypotheses" (Mark Abolins); "It Takes a Village: Considerations for Effective Mentoring Relationships in Technology" (Barbara Beauchamp, Rebecca Burleson and Steve Cockerham); "Performance-Based Assessment in Teacher Preparation Using a Web-Based System" (Debbie Barnes, Jane Mchaney and Aaron Thomason); "Problems and Solutions for Teaching Technology Online" (Joel Hausler and Jay Sanders); "Producing Industrial Videos in the Classroom" (David Baird); "Successful Conversion of a Classroom Program to an Internet Program" (Cheryl Stotts, Richard Smith, Patricia Edwards-Schafer, Cheryl Schmidt, and Jo Ann Smith); "Using Blackboard to Survey Students at Midterm" (Donna Austin and John Austin); "Web-Based Modifications for Students with Special Needs: A Starting Point" (David Currie, Delbert Hall, and Rosalee Seymour); "When Good Intentions Are Not Enough: Motivating Faculty 'Ownership' of IT Initiatives" (Joseph Hughes);"A Web Enabled Graduate Course: Two Perspectives" (James Penrod and Barbara Perry); "Creating and Delivering High Quality Streaming Dial Video" (Steve Bonham); "QuickTime Virtual Reality for Web Delivery" (Charles Hodges); and "The Help Desk as a Learning Resource" (Bob Lhota). (Most papers contain references.) (JMK)

ED 464 635 IR 058 441

Lamolinara, Guy, Ed.
The Library of Congress Information Bulletin, 2000.
PUB DATE- 00
NOTE- 480p.
LANGUAGE- English
EDRS Price- MF01/PC20 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Electronic Libraries; *Exhibits; *Library Collections; *Library Services; *National Libraries; World Wide Web
IDENTIFIERS- *Library of Congress

These 12 issues, representing one calendar year (2000) of "The Library of Congress Information Bulletin," contain information on Library of Congress new collections and program developments, lectures and readings, financial support and illustrated five scenarios of reference transactions that librarians and paraprofessionals might encounter with library patrons. Based on individual knowledge of The Copyright Act of 1976 and how specific sections pertain to libraries, participants selected answers by marking lines where library employees responded appropriately or inappropriately in each scenario. Of the 23 persons surveyed, 13 persons--7 librarians and 6 library paraprofessionals--chose to participate, for a 57% response rate. The librarians received professional library training by the attainment of degrees as Master of Library Science (M.L.S.) or Master of Library and Information Science (M.L.I.S.), and also held degrees as Bachelor of Arts (B.A.) or Bachelor of Science (B.S.). The paraprofessionals held degrees as B.A. or B.S., but none held M.L.S. or M.L.I.S. degrees. This study anticipated that librarians would exhibit higher knowledge levels of copyright law than paraprofessionals. The librarians chose the preferred answers based upon The Copyright Act of 1976 in 4 of the 5 scenarios. The paraprofessionals chose the preferred answers in three of the five scenarios and tied in two of the five scenarios. Although this small survey did not meet anticipated participation levels, the study provides a framework on which to base further research. If the results of this study indicate a trend among responses of librarians and library paraprofessionals, then library employees may not be sufficiently knowledgeable about copyright law pertaining to reference transactions in adult services at public libraries in the United States. The questionnaire is appended. (Contains 76 references.) (Author/AEF)

ED 464 655   JC 020 345

The Economic Impact of Jefferson College on the Community and the State, FY 1999.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Role; Community Colleges; *Economic Development; *Economic Impact; Education Work Relationship; Educational Assessment; Educational Benefits; Educational Objectives; *Outcomes of Education; *School Business Relationship; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *Jefferson College MO

This document is a report on the economic impact of Jefferson College on Jefferson County and the State of Missouri. The information from the this study can be used to support the community college's effectiveness, assessment, public relations, and accreditation efforts. Results show that: (1) the community college impacts the county economically through institutional, student, and employee expenditures--these three components supply the county with over $18 million of revenue through tuition and the purchase of college goods and services; (2) Jefferson helps increase the local business volume, which more than doubles the investment of county taxpayers; (3) the college assists state taxpayers in getting a positive return on their investment in higher education; (4) college spending directly and indirectly contributes over $37 million to the county and state; (5) the expected income generated from Jefferson College graduates over their working lives is estimated at over $5 million in county taxes and $11 million in state taxes; (6) the college directly and indirectly employs over 1,600 individuals full time; and (7) overall, the cost-to-

MacLellan, Ann Merck; Gandy, Kathleen House
The Stanford Bridge Project: Maryland Community College Extension.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; National Center for Postsecondary Improvement, Stanford, CA.
PUB DATE- 02
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Articulation (Education); *Community Colleges; *Educational Assessment; *Educational Objectives; Enrollment; *High School Students; Student Placement; *Transfer Policy; Transfer Programs; Transfer Students; Two Year Colleges
IDENTIFIERS- *Maryland

This is a report on the Stanford Bridge Project being conducted through the Maryland Community College Extension to examine policies impacting the high school to community college transition for students. The project analyzes admissions, placement and remediation, transfer, and other policies at two Maryland community colleges. The report shows that: (1) more than 55% of Maryland college students attend community colleges; however, graduation and transfer rates have declined continuously over the last decade; (2) Maryland community colleges still maintain open admissions and have financial aid awards designed specifically for community college students; however, the receipt of financial aid requires satisfactory academic performance, and aid cannot be given to students testing at low basic skill levels; (3) all community colleges in the state use the same math, reading, and English placement tests; (4) the Maryland public higher education system maintains a computerized information system on transfer articulation between state institutions; (5) most students do not enroll in community college directly after high school graduation; and (6) the high school exit criteria for math and English are not totally consistent with college entrance expectations. The report offers recommendations for improving student transition to college--for example, early intervention in high schools; increased funding for math, reading, and English programs; and more communication between the different educational levels on expectations. The Stanford Bridge Project is also being conducted in California and Oregon. (Contains 13 references.) (MKF)

ED 464 676 JC 020 369

Greer, Linda Bartlett
Strategic Planning in Community and Technical Colleges: A Survey of Four Southern States.
PUB DATE- 99
NOTE- 103p.; Doctoral Dissertation, University of Central Florida.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Community Colleges; Computer Uses in Education; *Institutional Characteristics; *Long Range Planning; Mission Statements; *Organizational Objectives; Planning Commissions; *Strategic Planning; Success; Two Year Colleges
IDENTIFIERS- Florida; North Carolina; South Carolina; Texas

This study analyzes some of the factors and processes which may evaluations were randomly chosen from these for a selection across the spectrum. The researchers looked for four definite outcomes in reading the student self-evaluations: (1) gains in sense of self and community; (2) knowledge of ideas and experience and associations between them; (3) becoming a lifelong learner; and (4) fundamentals. Each evaluation was read by three members of the task force. If two readers agreed on an outcome, it was recorded as a student who perceived that outcome as part of her or his learning. Results included: (1) 84% of the students whose self-evaluations were read described gains in a sense of self-esteem and community; (2) 92% described gains in knowledge of ideas and experience and associations between them; (3) 78% described gains that indicated they were becoming lifelong learners; and (4) 76% described gains in fundamentals. Excerpts from student responses and evaluation scoring sheet appended. (NB)

ED 464 696 JC 020 400

Townsend, Barbara K.
"Terminal" Students Do Transfer.
PUB DATE- 02
NOTE- 8p.; Paper presented at the American Association of Community Colleges Conference (82nd, Seattle, WA, April 21-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *Associate Degrees; College Graduates; *College Transfer Students; *Community Colleges; Comparative Analysis; Higher Education; *Outcomes of Education; *Student Educational Objectives; Technical Education; Vocational Education
IDENTIFIERS- *Missouri

This report discusses the transfer rate of community college students with A.S. or A.A.S. degrees from vocational or "terminal" programs in Missouri. The study shows that during the 1995-1996 academic year, 6,171 students received an associate degree from a Missouri public two-year college. Of these, 3,169 (51%) earned the A.A. degree and 3,002 (49%) earned an A.S. or A.A.S. Furthermore: (1) 1,585 (26%) of the graduates transferred to a Missouri four-year institution the following year; (2) 41% of the A.A. graduates transferred, compared with 9% of the A.S or A.A.S. graduates; (3) by spring 2000, 61% of the A.A. transfers had received a bachelor's degree, compared with 54% of the A.S. or A.A.S. transfers; and (4) the difference in bachelor's degree attainment was statistically significant; however, the transfers with A.S. and A.A.S. degrees exited Missouri four-year institutions with a higher overall GPA of 3.18, compared with 3.12 for A.A. transfers. The study compares its results to similar studies in Oregon, Florida, Texas, North Carolina, and Washington and discovers that findings from the other states are fairly consistent with Missouri's. Overall, the study shows that graduates from vocational and terminal programs also transfer to four-year institutions and earn better grades on the average than the A.A. graduates. However, the A.S. and A.A.S. transfer are less apt to graduate. The report provides implications for institutional practices and future study. (Contains 12 references.) (MKF)

ED 464 697 JC 020 401

Patterns; Employment Practices; Foreign Countries; Global Approach; *Information Technology; *Occupational Information; Policy Formation; Research Methodology; *Research Needs; Statistics; *Telecommunications; *Teleworking
IDENTIFIERS- *Europe

The EMERGENCE project carried out by the IES (Institute for Employment Studies) aimed to measure "eWork" at a global level. For the project, eWork was defined to mean any type of work that involves the digital processing of information and that uses a telecommunications link for receipt or delivery of the work to a remote employer or business client. Providing an overview for discussion, the project report first outlines the definition of eWork and then addresses the question of the value of monitoring eWork and points out its relevance to policymakers in many disciplines. Finally, the report discusses the inadequacy of the existing sectoral and occupational classification systems to capture the characteristics and dynamics of eWork, and suggests some issues for consideration by European agencies involved in the collection and analysis of statistics on the information economy. The report concludes with several recommendations, including the following: (1) European labor force surveys should include questions that make it possible to identify people who work at or from their homes or from multiple locations using computers with a telecommunications link to employers or clients; (2) the updating of occupational classification codes should include a process for capturing information on the new jobs that are emerging in the information economy and synchronizing codes throughout Europe; (3) methods for collecting information about earnings for such occupational groups should be developed; and (4) the data from such studies should be updated regularly through additional surveys. (KC)

ED 464 206 CE 082 947

Pukkinen, Tommi; Romijn, Clemens; Elson-Rogers, Sarah
Funding Continuing Training in Small and Medium-Sized Enterprises: Discussion and Case Studies from across the EU. CEDEFOP Panorama Series.
PUB DATE- 01
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; Continuing Education; Corporate Education; Cost Effectiveness; Developed Nations; Economic Development; Education Work Relationship; *Educational Finance; Educational Needs; Educational Planning; Entrepreneurship; *Financial Support; Foreign Countries; Government Role; Labor Force Development; Nonschool Educational Programs; *On the Job Training; Organization Size (Groups); Outcomes of Education; Policy Formation; Postsecondary Education; Program Effectiveness; *Public Policy; Publicity; School Business Relationship; *Small Businesses; *Training Methods
IDENTIFIERS- *Europe

There are three main parts to this report of a study that used case studies to showcase the different approaches used to encourage more continuing training within small and medium-sized enterprises (SMEs) across the European Union (EU). Section 1 discusses the importance of funding training in SMEs and highlights the various types of funding available. The second section explains how various schemes work in Europe, using case studies from Belgium, Finland, France, Great

Campaign for Human Development-Madison Diocese, Returned Peace Corps Volunteers of Wisconsin, and Madison-area Urban Ministry. Available in English and Spanish.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adults; Culture Conflict; Dismissal (Personnel); Employer Employee Relationship; Employment Practices; *Equal Opportunities (Jobs); *Ethnic Discrimination; *Hispanic Americans; *Labor Conditions; Labor Relations; Limited English Speaking; Poverty; *Quality of Life; Wages; *Work Environment
IDENTIFIERS- *Latinos; Wisconsin (Dane County)

A study explored the quality of life of Latinos living in Dane County, Wisconsin. Data collection included door-to-door surveys, in-depth interviews, and analysis of government reports. Findings indicated Latinos often work in bad jobs, characterized by poverty-level wages, rare and inconsistent overtime pay, erratic and inflexible schedules, few health benefits, and dangerous working conditions. Because of the very real threat of losing their jobs, many Latino workers were not able to challenge exploitative working conditions and were afraid to take time off even in medical emergencies. Suspicion and discrimination affected every aspect. Whether it was the threat of being unjustly fired without warning, being treated differently than co-workers, or being stopped by the police, discrimination took its toll as jobs were lost, financial difficulties arose or worsened, safety and health were compromised, and quality of life deteriorated. "Going without" (whether referring to adequate money, housing, child care, government services, health care, or simply time to rest) was the reality for many Latinos. Issues could be grouped into these four general categories: immigration status and documentation; discrimination and racism; lack of knowledge of protective labor laws, legal processes, and enforcement agencies; and limited English ability and cultural misunderstanding. (Contains 28 data sources.) (YLB)

ED 464 225 CE 083 165

How To Set Up a Workplace Mentoring System.
PUB DATE- 00
NOTE- 8p.; Part of the Milwaukee Jobs Initiative.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adjustment (to Environment); Adult Education; *Entry Workers; Instructional Materials; Interpersonal Relationship; Interprofessional Relationship; *Labor Force Development; *Mentors; *On the Job Training; *Program Development; Program Implementation; Recruitment; Significant Others; *Staff Orientation; Teamwork; Volunteer Training; Volunteers

This document provides background for those looking to establish workplace mentoring or buddy systems. It touches briefly on the other two legs of an effective workplace preparation program, which are orientation and on-the-job training. These six steps for setting up a mentoring system are described: recruitment, flexibility, training, written materials, new worker orientation, and team meetings. (YLB)

ED 464 226 CE 083 166

Preparing Midwives To Meet the Needs of Women from Disadvantaged Groups. Research Highlights.
PUB DATE- 01
NOTE- 8p.; For the final report, see CE 083 201.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Cross Cultural Training; Curriculum Development; Developed Nations; Disadvantaged; Educational Change; Educational Research; Foreign Countries; Health Occupations; Health Services; *Medical Education; *Minority Groups; *Obstetrics; Program Effectiveness; Public Policy; *Social Attitudes
IDENTIFIERS- Access to Health Care; England; *Midwives

An evaluation investigated the effectiveness of midwifery education in preparing midwives to care for clients likely to experience inequalities in health and/or inequalities in health care provision in England. The study was undertaken in these three phases: (1) literature review of midwifery and relevant social policy literature; (2) national survey of pre- and post-registration midwifery education; and (3) case site exploration of educational delivery and midwifery practice in three geographical locations (in the North, in Central England, and in the South of England). The research showed that many midwifery curricula emphasize inequalities issues in their philosophy, but that this emphasis is rarely followed through completely to curricula aims, learning outcome statements, education delivery, and assessment. The main conclusion was the need for a new approach to facilitate students and qualified midwives in developing an "inequalities imagination," which is a broad, inclusive, and creative conceptual tool within which midwifery educational initiatives and practice might be developed and evaluated. (YLB)

ED 464 243   CE 083 203

Alaszewski, Andy; Motherby, Elaine; Gates, Bob; Ayer, Sam; Manthorpe, Jill
Diversity and Change: The Changing Roles and Education of Learning Disability Nurses. Researching Professional Education Research Reports Series.
PUB DATE- 01
NOTE- 166p.; For research highlights, see CE 083 204.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Caregiver Role; Developed Nations; Education Work Relationship; Educational Needs; Educational Research; Foreign Countries; Higher Education; Interprofessional Relationship; *Job Skills; *Learning Disabilities; Medical Services; *Nurses; *Nursing; *Nursing Education; *Nursing Research; Occupational Information; Outcomes of Education; Postsecondary Education; Role
IDENTIFIERS- Nurse Patient Relationship; United Kingdom

This report examines the current roles of learning disability (LD) nurses within multi-professional and multi-agency teams in a range of care settings. It also studies the effectiveness of current educational provision for LD nursing and the contribution of users and carers. Chapter 1 describes the following research methods: questionnaires; case studies; nurse diaries; and focus groups. Chapter 2 traces development of services for people with LDs and the associated development of LD nursing. Chapter 3 examines the current roles of LD nurses and finds that the role of junior nurses is as provider of

(11) monitoring and evaluation planning; (12) resource identification and budgeting; (13) proposal writing and optional project presentations; (14) identifying funding sources; and (15) taking the project home to the community. Two sample community project designs and guidelines for working with an interpreter are appended. (MN)

ED 464 260 CE 083 227

Booth, Elizabeth Mills
Promoting Powerful People: A Process for Change. Revised.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Office of Nutrition.
PUB DATE- 00
NOTE- 288p.; Prepared by the Peace Corps Center for Field Assistance and Applied Research.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Adult Learning; *Change Agents; Change Strategies; Communication Skills; *Community Development; Cultural Exchange; Cultural Pluralism; Definitions; *Developing Nations; Educational Planning; Group Discussion; Group Dynamics; Guidelines; Interpersonal Relationship; Learning Activities; Learning Modules; Lesson Plans; Needs Assessment; *Nonformal Education; Nutrition; Participative Decision Making; Peace; Program Development; Program Guides; Strategic Planning; *Sustainable Development; Teaching Guides; Training Methods; Training Objectives; Volunteer Training
IDENTIFIERS- *Peace Corps

This training manual outlines a process for change that trainers in nutrition, community development, and other sectors can use to teach volunteers to help people in developing areas help themselves. Four series of training sessions are organized around the following four steps for effecting change: (1) listen and observe (learn what local community members do in their daily lives and identify their needs); (2) discuss and decide (use the information gathered in step 1 to select a target group and determine what the group members wish to change and what actions they will take to work toward those changes); (3) try something (develop and use various communication channels to try locally developed activities that promote and support the actions required to effect change); and (4) assess the results of the community's work by returning to step 1. Section 1 details the proposed change process and explains how to use the manual. Sections 2-5 are each devoted to one of the four steps. Together, Sections 2-5 present plans for 30 training sessions. Each session plan includes an overview, objectives, a list of materials, vocabulary words, specific guidelines for conducting the session learning activities, and trainer's notes. Group dynamics exercises are appended. (Contains 14 references.) (MN)

ED 464 261 CE 083 228

Nilsen, Sigurd R.
Workforce Investment Act: Coordination between TANF Programs and One-Stop Centers Is Increasing, but Challenges Remain. Statement of Sigurd R. Nilsen, Director, Education, Workforce, and Income Security Issues to the Subcommittee on 21st

enough for school counselors in the twenty-first century. This chapter focuses on how school counselors will need to expand their understanding of what academic support means in terms of learning and academic outcomes. Specifically, future school counselors will need to more fully define academic support in terms of building and providing programs and interventions that will directly engage the learning needs of children. The chapter highlights the process of building the school as a learning community and the specific skills and qualities necessary to construct successful learning supports. These skills include motivation and interest; goal setting; study organization and climate; time management and task analysis; memory and listening skills; note taking and test taking; cognitive mapping strategies; and knowledge of learning styles and modalities. The chapter concludes with a brief discussion of the school counselor as an advocate. (GCP)

ED 464 281   CG 031 701

House, Reese M.; Martin, Patricia J.; Ward, Colin C.
Changing School Counselor Preparation: A Critical Need.
PUB DATE- 02
NOTE- 26p.; In: Building Stronger School Counseling Programs: Bringing Futuristic Approaches into the Present; see CG 031 688.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Advocacy; Counselor Educators; *Counselor Role; *Counselor Training; *Educational Change; Elementary Secondary Education; *Leadership; School Counseling; *School Counselors
IDENTIFIERS- *Learning Communities

This chapter proposes a new approach to counselor education as a means of preparing school counselors to work in twenty-first century schools. It is proposed that it is critical that school counselors move beyond their current roles as helper-responders in order to become proactive leaders and advocates for the success of all students in schools. When school counselors work in this fashion, they become an integral part of schools and education reform. This vision places school counselors in the essential role of examining and questioning inequitable practices that do not serve the interests of all students. The chapter describes how counselor educators might prepare school counselors to become action-oriented critical thinkers. It also encourages the creation of learning communities among counselors-in-training and the schools, students, families, and communities that they will ultimately serve. (Contains 33 references.) (GCP)

ED 464 282   CG 031 702

Dear, Joseph D.
Counseling in the Future.
PUB DATE- 02
NOTE- 10p.; In: Building Stronger School Counseling Programs: Bringing Futuristic Approaches into the Present; see CG 031 688.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Counseling Effectiveness; *Counselor Role; Counselor Training; Elementary Secondary Education; *Futures (of Society); Outcomes of Education; *Pupil Personnel Services;

prevention, systems of early intervention to address problems as soon after onset as feasible, and systems of care for those with chronic and severe problems. (GCP)

ED 464 303 CG 031 734

Anxiety, Fears, Phobias, and Related Problems: Intervention and Resources for School Aged Youth. An Introductory Packet.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 99
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adjustment (to Environment); *Anxiety; *Behavior Modification; Counseling Techniques; Drug Therapy; Elementary Secondary Education; Emotional Problems; *Fear; *Intervention; Mental Health; *Resource Materials; Youth
IDENTIFIERS- *Psychosocial Factors

This introductory packet provides an introduction to anxiety problems, framing the discussion within the classification scheme developed by the American Pediatric Association. The variations in degree of problem are discussed with respect to interventions that range from environmental accommodations to behavioral strategies to medication. The packet is divided into six sections. Section 1 highlights the classification of anxiety problems, and specifically the importance of keeping the environment in perspective as a cause of commonly identified psychosocial problems. Sections 2 and 3 provide a discussion of the broad continuum of anxiety problems, as well as a quick overview of some basic resources. Section 4 presents interventions for anxiety problems, including accommodations to reduce anxiety, behavior management and self-instruction, and medication. Section 5 presents additional resource aids. Section 6 concludes with a discussion on keeping anxiety problems in broad perspective. For further information, a set of references, a list of agencies and Web sites, and other resources are included. (GCP)

ED 464 304 CG 031 736

Financial Strategies To Aid in Addressing Barriers to Learning. An Introductory Packet.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 01
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Federal Aid; *Financial Needs; *Financial Support; *Mental Health Programs; Proposal Writing; *Resource Materials; School Effectiveness; *School Health Services

This introductory packet is designed as an aid in conceptualizing

Pedagogical Tool in the Writing Classroom.
PUB DATE- 02
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Baby Boomers; *Cultural Context; Higher Education; *Writing Instruction
IDENTIFIERS- *Academic Community; Authority; Contact Zones; *Generation X; Identity Formation; Paradigm Argument; Rhetorical Stance; Textual Analysis

In the 1996 book "Generation X Goes to College: An Eye-Opening Account of Teaching in Post-Modern America," Peter Sacks probes the "decay" of higher education in the United States; a decay he attributes to listless, entitled students. This paper interrogates the paradigm of Boomers and Generation Xers poised in opposition to one another, classifying Boomers as teachers and Gen Xers as students--while simultaneously dismissing the very paradigm the author/educators want to understand and perpetuate--multiculturalism. The paper proposes to use generational identity in the classroom to resemble what Mary Louise Pratt has called a "contact zone." Its larger exploration of this contact zone is three-fold: first, to illuminate the current scholarly conversations that validate Generation X as a rhetorical marker and contribute to that conversation; second, to investigate ways to break down the authority-granting hierarchy that gives power to older generations while taking it away from younger ones within the academy generally and within the writing classroom specifically; and third, to generate pedagogical strategies that begin to enact the breakdown of age-based hierarchies. The paper focuses on one text that both responds to generationally-based hierarchies of authority and examines the relationships between Boomers and Xers rhetorical authority: Douglas Coupland's novel "Generation X: Tales for an Accelerated Culture." It also discusses ways in which this text could be used as a model for students' and teachers' thinking and writing about the construction of generational identity, relationships between generations, and personal rhetorical authority. (NKA)

ED 464 326   CS 510 808

Vogt, Martin
Lions and Tigers and Bears, Oh My!
PUB DATE- 02
NOTE- 6p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (21st, Portland, OR, March 6-9, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classics (Literature); *Curriculum Enrichment; *Films; Instructional Innovation; *Language Arts; *Literary Devices; Secondary Education
IDENTIFIERS- *Film Viewing; Journey Literature

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Educational Change; Elementary Education; *Instructional Effectiveness; *Reading Achievement; *Reading Instruction; *Reading Skills; Teacher Role; Tutoring
IDENTIFIERS- *Connecticut

Research shows that children who are not proficient readers by the end of third grade perform poorly in other subjects and have difficulties throughout the course of their schooling. The knowledge exists to teach all but a small percentage of students to become proficient readers. Despite this knowledge, a troubling number of children do not learn to read fluently enough to enjoy or engage in independent reading. This issue of the "Progress of Education Reform" is designed to provide state policymakers with a concise overview of these and other crucial questions related to improving student reading achievement. The article covers the following questions: How well are students reading? What accounts for Connecticut's success in improving student reading skills? What should teachers of reading know and be able to do? What can volunteer tutors contribute? and What can and should policymakers do? (NKA)

ED 464 346 CS 510 953

Morgan, M.C.
How To Proofread and Edit Your Writing: A Guide for Student Writers.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Editing; Higher Education; *Proofreading; *Writing Improvement; *Writing Processes; *Writing Skills
IDENTIFIERS- Error Detection; Writing Tasks

Proofreading can be tedious and boring, especially if it is approached as correcting errors. But proofreading is not correcting errors so much as reviewing the paper for ideas and for readability. Sometimes classmates can help a student proofread--they can help assess the draft, propose some alternative solutions, and make some choices. This paper covers two different kinds of proofreading: proofreading for revising or rewriting, which involves major reworking of the paper; and proofreading for editing, which involves working primarily with sentences: rephrasing them, clarifying them, correcting grammatical and mechanical mistakes. The paper does not address "true revision"--which involves a global rethinking of the purposes and intent of the draft. Instead, the strategies offered in the paper are designed to help students review a paper that is beyond the invention stage. The paper's first set of strategies address proofreading for revising: how to review a draft for the presentation of ideas--writers should use this section to help them with papers that are still in draft. The paper's second set of strategies address proofreading for editing: how to review a near-final version of a paper to ensure that clues have been provided for the reader to help him/her read the text easily--it deals with things such as clarity in sentences, as well as addressing some common errors

Effectiveness; Reading Achievement; *Reading Improvement; Reading Instruction; *Reading Programs
IDENTIFIERS- Alabama Reading Initiative

A study examined the effectiveness and the impact of preservice instruction of the second year of the Alabama Reading Initiative (ARI), which is designed to achieve 100% literacy by targeting reading performance of beginning reading and first-grade students, to expand the reading power for second- through twelfth-grade students, and to intervene for struggling readers at all grade levels. In its second year of implementation, approximately 27,700 students, 2,354 teachers, 81 principals, 75 reading specialists, 64 higher education partners, and 221 preservice teacher education programs were directly involved in the ARI. The evaluation used information from student achievement data from surveys completed by teachers, reading specialists, principals, higher education partners, and higher education reading faculty. Both qualitative and quantitative data were analyzed. A pretest-posttest design was used to examine change over time for student outcomes. Results and recommendations regarding delivery of the ARI are: a large percentage of principals, teachers, reading specialists, and higher education partners reported the ARI had substantial positive impacts on student literacy; the principal should receive sufficient support, direction, and encouragement because their leadership role was related to gains in reading scores; the visibility and involvement of the reading specialist and higher education partner influenced teachers' attitudes toward the helpfulness of these individuals; higher education faculty in the program are often confronted with inadequate or competing reward structures; teachers involved in the first 2 years of the program felt that continued professional development would help sustain their enthusiasm; the Stanford Achievement Test, Level 9 is not the most appropriate measure for monitoring progress toward program goals; tests currently used to assess early literacy skills of Kindergarten through second-grade students are inappropriate for use as tools for evaluating gains associated with ARI; and case studies of particularly effective schools should be conducted. (Contains 25 tables and a figure of data.) (RS)

ED 464 366   CS 511 126

Moscovitch, Edward
Evaluation of the Alabama Reading Initiative. Final Report.
PUB DATE- 01
NOTE- 55p.; Prepared by Cape Ann Economics.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; Evaluation Methods; Literacy; Professional Development; Program Effectiveness; Reading Achievement; *Reading Improvement; *Reading Instruction; *Reading Programs
IDENTIFIERS- Alabama Reading Initiative

A study evaluated the third year (2000-2001) of the Alabama Reading Initiative (ARI), which is designed to achieve 100% literacy by targeting reading performance of beginning reading and first-grade students, to expand the reading power for second- through twelfth-grade students and to intervene for struggling readers at all grade levels. Reading test scores on the Stanford Achievement Test, Level 9 were reviewed over a span of 5 years. The evaluation was also based on personal visits to 15 ARI schools and 10 after-school focus groups, which included some 225 teachers from 45 schools around the best to help all students succeed. The approach calls for a balance in the underlying systems: balance the core practices used by all teachers with ample flexibility for addressing individual students' needs and interests; balance the core decisions at one level of the management system with guidance and decisions at a higher level; find convergence between what is most important on the state test and what are the most valued concepts and skills in the local community; and make immediate, meaningful step-by-step improvements in teacher and student. (Contains 6 pages of references.) (DFR)

ED 464 383   EA 031 587

Ruff, William G.; Shoho, Alan R.
Exploring New Teacher Induction Relationships: A Path to Establishing a Dominant Organizational Model for Schools.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Cincinnati, OH, November 2-4, 2001). Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Communication Problems; *Discipline; Educational Change; Elementary Secondary Education; *Organizational Development; Organizational Objectives; Public Schools; Student Behavior; Teacher Attitudes; *Teacher Burnout; Teacher Employment; *Teacher Morale; *Teacher Orientation

This study represents an initial effort to gather information about new teacher-induction relationships that can be used to establish criteria for judging organizational theory. Its purpose was to assess whether a pupil-control or an organizational-defensive routine model characterizes new teacher-induction programs. Data were gathered from two Texas school districts that have implemented new teacher-induction programs as part of state requirements. Findings indicate that a substantive amount of evidence supports the notion that miscommunication is occurring among new teachers, veteran teachers, and administrators on issues of new-teacher induction. Content analysis supports the notion that miscommunication is occurring at several different levels between new teachers as well as between new teachers and administrators. Hence, the organization appears to be using defensive routines to counteract the intent of state requirements that seek to prevent new teachers from feeling isolated and burnt out. Specifically, the governing values in both school districts were centered on the issue of student discipline or a custodial orientation. In one district the shared governing value of the organization was the notion that student discipline was critical to quality instruction. (Contains 28 references.) (DFR)

ED 464 384   EA 031 588

King, Dan L.; Taylor-King, Sheila
Using Hirschman's Concept of Exit, Voice, and Loyalty To Understand Public Response to the Charter School Movement.
PUB DATE- 02
NOTE- 14p.; Paper presented at the Annual Meeting of the American Education Finance Association (Albuquerque, NM, March 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

work, and a focus on strengthening the program for students. (Contains 31 references.) (RT)

ED 464 403 EA 031 639

Boden, Andrea; Archwamety, Teara; McFarland, Max
Programmed Instruction in Secondary Education: A Meta-Analysis of the Impact of Class Size on Its Effectiveness.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (New Orleans, LA, March 28-April 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Class Size; Comparative Analysis; Conventional Instruction; Instructional Effectiveness; *Meta Analysis; *Programmed Instruction; Secondary Education

This review used meta-analytic techniques to integrate findings from 30 independent studies that compared programmed instruction to conventional methods of instruction at the secondary level. The meta-analysis demonstrated that programmed instruction resulted in higher achievement when compared to conventional methods of instruction (average ES=.40). No significant correlation was found between class size and effect size (r=.097, p =.05). The most important aspect of this meta-analysis is that with this virtually zero correlation, it indicates that programmed instruction maintains its effectiveness over conventional methods of instruction regardless of class size. An appendix contains a data-coding form. (Contains 42 references, 1 table, and 5 figures.) (Author/RT)

ED 464 404 EA 031 640

Shields, Bruce A.
A Review of the Literature on Administrator Turnover: Why They Move on or Are Displaced.
PUB DATE- 02
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrators; Board Administrator Relationship; Dismissal (Personnel); Elementary Secondary Education; *Labor Turnover; *Literature Reviews; Superintendents; Tenure

Employee turnover contributes to lost production, disrupts normal business practices, and is expensive. This literature review examines turnover of three administrator positions: the school superintendent, the executive director of nonprofit agencies, and the chief executive officer of for-profit corporations. The most cited reason for turnover of school superintendents is a negative relationship between the board of education and the superintendent, caused by the board, the superintendent, or by environmental agents. Just as with the superintendent of schools, the most cited reason for executive-director turnover is the relationship with the board of directors. One major difference, however, is a greater likelihood of the executive director to secure another position, or to ready him or herself for another position beyond the one he or she just left. Retirement is the most cited reason for the chief executive officer to leave the for-profit corporation. Succession schools and those attending schools with traditional calendars in both reading and math achievement and average percent attendance. Cost-efficiency analysis revealed that year-round schools were more expensive and less cost-effective than the regular-calendar schools in both reading and math. The main conclusion of this research is that the year-round schedule is not a panacea and that there are more elements that have to be taken into consideration when approaching the issue of student achievement. Research results show the need for holistic approaches that incorporate both school and nonschool variables, such as the roles teachers, schools, and parents play that can and do influence student achievement. (Contains 24 references and 2 tables.) (RT)

ED 464 425 EA 031 672

Melaville, Atelia
Community Schools: Partnerships for Excellence.
SPONS. AGENCY- Ewing Marion Kauffman Foundation, Kansas City, MO.; Mott (C.S.) Foundation, Flint, MI.; DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 02
NOTE- 17p.; Some text may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Community Schools; Elementary Secondary Education; Parent School Relationship; Partnerships in Education; School Community Relationship; Service Learning; Student School Relationship

A community school is both a set of partnerships involving the school, parents, and community and a place where services, supports, and opportunities lead to improved student learning, stronger families, and healthier communities. A wide range of models and approaches fit into a basic community-school framework. Although every school is unique, the common theme of partnership with the surrounding community exists, encouraging student learning through community service and service learning. Operating in a public school building, this type of school is open to students, families, and the community before, during, and after school, 7 days a week. This document describes what community schools are and the various activities that take place within them. Some data-collection results suggest students improved their learning and achievement in the community-school environment, along with youth development assets such as prosocial skills and developing a sense of service to the community. Nine community schools are profiled as examples of successful school-parent-community partnerships. The document concludes with an informational listing of some of the key community-school networks across the country, plus a roster of the Coalition for Community Schools steering committee. (RT)

ED 464 426 EA 031 673

Lunenburg, Fred C.
Making Standards Work: What School Administrators Can Do.
PUB DATE- 02
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

assistance and retention. Program evaluation results based on the Government Performance and Results Act objectives are reported, noting consistent differences between student and administrator ratings. (DB)

ED 464 444 EC 308 956

Strengthening the Second "R": Helping Students with Disabilities Prepare Well-Written Compositions.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; Council for Exceptional Children, Reston, VA.
PUB DATE- 02
NOTE- 10p.; Published biannually. Theme issue. Developed by Warger, Eavy & Associates. For number 9, see ED 457 625.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Disabilities; Educational Assessment; Elementary Secondary Education; High Stakes Tests; Learning Disabilities; Meta Analysis; Student Evaluation; *Theory Practice Relationship; *Writing (Composition); *Writing Difficulties; *Writing Instruction; Writing Skills

This report presents a meta-analysis of research on teaching expressive writing to students with learning disabilities. Virtually all the interventions analyzed were multifaceted and involved students writing everyday as part of the curriculum. The meta-analysis identified several themes critical to effective writing instruction: (1) adherence to a basic framework of planning, writing, and revision; (2) explicit instruction of critical steps in the writing process, as well as the features and conventions of the writing genre or text structure; and (3) provision of feedback guided by the information explicitly taught. Several specific instructional approaches found to be effective are described, including Self-Regulated Strategy Development, the integration of technology with writing instruction, and the Early Literacy Project, which emphasizes collaboration in early writing. Also addressed are issues in preparing students with disabilities to participate in statewide writing proficiency assessments, including student preparation and professional development for teachers. Contact information for all programs is provided. (DB)

ED 464 445 EC 308 957

O'Brien, Connie Lyle; Mount, Beth; O'Brien, John; Rosen, Fredda
Pathfinders: Making a Way from Segregation to Community Life.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Minnesota Univ., Minneapolis. Inst. on Community Integration.
PUB DATE- 01
NOTE- 25p.; Written with Carolann Granata and Debbie Lamothe.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Development; Adult Learning; Adult Programs; *Community Programs; *Developmental Disabilities; High Schools; *Normalization (Disabilities); *Social Integration; Transitional Programs; Young Adults
IDENTIFIERS- *New York (New York); *Pathfinders

This paper describes the Pathfinders program in New York (New York), which works to facilitate the full integration of adults

Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 9p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (13th, Tampa, FL, March 5-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; Community Programs; Educational Environment; Elementary Secondary Education; *Integrated Services; Intervention; *Mental Disorders; *Mental Health Programs; Outcomes of Treatment; *Performance Factors; *Prevention; Program Design; Program Development; Program Effectiveness; Program Evaluation; Validity

A study reviewed outcomes of 34 prevention programs for children (ages 5-18) that produce improvements in specific psychological symptoms or in factors directly associated with increased risk for child mental disorders. The following conclusions can be made regarding validated programs: (1) short-term preventive interventions produce time-limited benefits, at best, with at-risk groups whereas multi-year programs are more likely to foster enduring benefits; (2) preventive interventions may effectively operate throughout childhood when developmentally appropriate risk and protective factors are targeted; (3) preventive interventions are best directed at at-risk and protective factors rather than at categorical problem behaviors; (4) interventions should be aimed at multiple domains, changing institutions and environments as well as individuals; (5) prevention programs that focus independently on the child are not as effective as those that simultaneously educate the child and instill positive changes across both the school and home environments; (6) there is no single program component that can prevent multiple high-risk behaviors, a package of coordinated, collaborative strategies and programs is required; and (7) in order to link to other community care systems and create sustainability for prevention, programs will need to be integrated with systems of treatment. (Contains 10 references.) (CR)

ED 464 465 EC 308 977

Loseth, Rick; Carlson, Sarah; Picard, Anine; King, Carly; Schmid, Chris Oldakowski; VanEngen, Rose
Collaborative Screening Program for Pre Schoolers: Early Identification of Mental Health Problems.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 5p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (13th, Tampa, FL, March 5-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Disorders; *Behavior Rating Scales; Disability Identification; *Early Identification; *Early Intervention; Emotional Disturbances; Evaluation Methods; *Mental Disorders; Preschool Children; Prevention; Referral; *Screening Tests; Student Evaluation; *Test Validity
IDENTIFIERS- *Functional Assessment

This report discusses the outcomes of a study that investigated the effectiveness of the Preschool and Early Childhood need practice in comprehending natural texts); (8) "Writing" (students need practice creating effective, natural language that communicates their intended message); (9) "Grammar" (formal grammar instruction may be beneficial in some situations but not in others); and (10) "Comprehensible Pronunciation" (pronunciation instruction should make students understandable to other users of an additional language). Each section presents research findings, strategies for use in the classroom, and references. (Contains 33 references.) (SM)

ED 464 486 FL 027 246

Christoff, Joseph A.
Foreign Languages: Human Capital Approach Needed To Correct Staffing and Proficiency Shortfalls. Report to Congressional Requesters.
PUB DATE- 02
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Learning; Federal Government; *Human Capital; *Interpreters; *Language Proficiency; *Language Skills; Military Personnel; *Second Language Learning; *Translation
IDENTIFIERS- Army; Department of Commerce; Department of State; Federal Bureau of Investigation

This report examines the use of foreign language skills within the Army, Department of State, Department of Commerce's Foreign Commercial Service, and Federal Bureau of Investigation, discussing the nature and impact of foreign language shortages, strategies for addressing these shortages, and efforts to address current and projected shortages. All four agencies reported shortages of translators, interpreters, diplomats, and intelligence specialists with foreign language skills critical to successful job performance. These shortfalls adversely affected agency operations and hindered military, law enforcement, counterterrorism, and diplomatic efforts. Many shortages were in hard-to-learn Middle Eastern and Asian languages. Shortages varied by agency, occupation, and language. Agencies used many workforce strategies to fill their foreign language needs (providing staff with language training, paying incentives, recruiting employees with foreign language skills, and using information technology). One agency adopted a strategic approach to workforce planning that links the foreign language program to the agency's strategic objectives and program goals. The other agencies have yet to pursue overall strategic planning. Seven appendixes present: research details; human capital management and workforce planning guidance; comments from the Army, Department of State, Foreign Commercial Service, and Federal Bureau of Investigation; and General Accounting Office contact and staff acknowledgements. (SM)

ED 464 487 FL 027 247

Feinberg, Rosa Castro
Bilingual Education: A Reference Handbook. Contemporary Education Issues.
PUB DATE- 02
NOTE- 351p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

comprehension level helped participants understand the text, but the interpretation level helped participants become critical thinkers and readers. The pedagogical implications suggest that ESL/EFL teachers should broaden their views of reading instruction and, furthermore, should provide a rich learning environment for students to make personal, sensible, and meaningful connections through a social inquiry process. (Contains 11 references.) (Author/SM)

ED 464 507 FL 027 269

Beyer, Francine Simmons
Annual Report of Delaware's Limited English Proficient (LEP) Students, Staff and Programs, 1999-2000.
PUB DATE- 00
NOTE- 30p.; Prepared with the assistance of staff in the School Improvement Work Group.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Students; Diversity (Student); Elementary Secondary Education; *English (Second Language); Enrollment Trends; Faculty Development; Higher Education; Inservice Teacher Education; *Limited English Speaking; Preservice Teacher Education; Teacher Certification
IDENTIFIERS- *Delaware

This report presents information on limited English proficient (LEP) students, staff, and programs in Delaware schools during the 1999-2000 school year. It focuses on data collected from a spring 2000 survey distributed to the district LEP contact person in each of Delaware's school districts and charter schools. Results indicated an increase of 0.3 percent in the enrollment of LEP students. The new LEP students were entering at the early years. Spanish was the most frequently reported language spoken by LEP students. A total of 14 percent of districts indicated that instruction incorporated students' native languages. Overall, 11 percent of LEP students were reclassified as non-LEP during the 1999-00 school year, as opposed to 21 percent during the previous school year. There were 37 certified English-as-a-Second-Language (ESL) teachers in Delaware districts, all assigned to teach LEP students, and there were 26 certified bilingual teachers, 25 of whom were assigned to teach LEP students. A total of 145 teachers received inservice or preservice training specific to ESL or bilingual education. The two appendixes include a survey of state's LEP students and available education programs and services and other languages spoken by LEP students, 1999-2000. (SM)

ED 464 508 FL 027 270

Byram, Michael, Ed.; Nichols, Adam, Ed.; Stevens, David, Ed.
Developing Intercultural Competence in Practice. Languages for Intercultural Communication and Education.
PUB DATE- 01
NOTE- 283p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Learning; Consciousness Raising; Cultural Awareness; Cultural Pluralism; Elementary Secondary Education; Ethnicity; Foreign Countries; French; Geography; Higher Education; Information Technology; *Intercultural

part-time and full-time faculty, examines some common perceptions about part-time faculty, and provides a comprehensive source of descriptive statistics about part-time faculty. Appendixes contain technical notes and a glossary. (Contains 69 tables, 7 figures, and 23 references.) (SLD)

ED 464 528 HE 034 802

Hilton, Margaret, Ed.
Enhancing Undergraduate Learning with Information Technology: A Workshop Summary (Washington, DC, June 20-21, 2000).
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 02
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Change; Educational Technology; Engineering; Higher Education; *Information Technology; Mathematics; Sciences; Technology Education; *Undergraduate Students; Workshops

This document summarizes the content and conclusions of a workshop focusing on the transformation of traditional science, mathematics, engineering, and technology (SME&T) lectures and laboratories into more active learning environments. Presenters described innovative undergraduate courses in a range of SME&T disciplines. Using information technology (IT), these courses have been transformed in ways that appear to enhance learning for a diverse spectrum of undergraduate students, but workshop participants noted that the full educational potential of IT has not yet been realized. Several factors, including the difficulty of assessing student learning in technology-rich environments, the state of current technology, and cultural and institutional factors could pose barriers to rapid deployment of technology in SME&T classrooms. Many workshop participants thought that it is both possible and essential to begin planning for what the future might hold. The first section of the report, Innovations in Pedagogy and Technology, presents case studies of innovative courses and discusses evaluation and assessment challenges and cultural and institutional constraints to IT use. The second section, Planning for Uncertainty, summarizes steps that should be taken to make the best use of IT for future course development and the improvement of SME&T education. Four appendixes contain the background paper sent to participants before the workshop, the agenda, a list of participants, and biosketches of planning group members. (Contains 5 tables, 1 figure, and 58 references.) (SLD)

ED 464 529 HE 034 804

Johnstone, D. Bruce; Del Genio, Beth
College-Level Learning in High School: Purposes, Policies, and Practical Implications. The Academy in Transition.
PUB DATE- 01
NOTE- 79p.; Also supported by Atlantic Philanthropies, Inc.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advanced Placement Programs; College Bound Students; *College Credits; College Curriculum; *High School Students; High Schools; National Surveys; Selective Colleges

This publication is the first in what will be a new set of Academy in Transition policy and research reports on important than men to have published between one and 4 articles over the past 2 years. Overall job satisfaction for male and female faculty members was virtually identical, but differences in stress and rank are apparent. The area that shows the greatest difference between men and women is salary. Men and women are paid differently, although the reasons why are not so clear. The best way to change the culture and practices of higher education to enable female faculty members to be full-fledged members of the academy is to examine and adjust the reward structure to be fair and equitable for all. (SLD)

ED 464 549 HE 034 864

Brown, Carolyn
Teaching New Dogs New Tricks: The Rise of Entrepreneurship Education in Graduate Schools of Business. CELCEE Digest.
SPONS. AGENCY- Ewing Marion Kauffman Foundation, Kansas City, MO. Center for Entrepreneurial Leadership.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Business Education; Creativity; *Entrepreneurship; *Graduate Students; Higher Education; *Program Implementation

The rapid rise in entrepreneurship programs and centers has been fueled by unprecedented student demand, and the popularity of entrepreneurship courses is outstripping the supply in programs across the United States. Entrepreneurship education has been criticized as a fad by some, but it appears to have established a firm beachhead in higher education. Entrepreneurial education emphasizes imagination, creativity, and risk-taking, and traditional business programs have come under increased criticism for failing to be relevant to the needs of the changing business environment. Data on the success of entrepreneurial education programs are still very preliminary, but graduate schools continue to build programs and conduct research to foster entrepreneurial education. (SLD)

ED 464 550 HE 034 865

MacFarland, Thomas W.
Results of the Capital Improvement Planning Process at Nova Southeastern University: 2000 to 2005. Research and Planning Report.
PUB DATE- 00
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; Capital Outlay (for Fixed Assets); Educational Finance; Educational Improvement; *Educational Planning; *Enrollment Trends; Higher Education
IDENTIFIERS- *Capital Improvements Programming; *Nova Southeastern University FL

This paper presents results of the first Capital Improvement Planning process at Nova Southeastern University (Florida) encompassing the years 2000 to 2005. The University established a committee to guide the development of the Capital Improvement Plan, and personnel from the University's Office of Research and Planning worked with the various academic centers to

PUB DATE- 02
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Applicants; *Data Collection; Federal Aid; Higher Education; Information Dissemination; *Student Financial Aid
IDENTIFIERS- Higher Education Act Title IV; *SPEEDE ExPRESS Electronic Transcript System

This manual is a guide to handling data related to the federal student financial aid program through the electronic data exchange (EDE) system EDExpress. The overview defines how data is exchanged and identifies key players in the exchange of data. The overall process for sending and receiving data is outlined, along with the overall processing schedule, and the role of EDExpress and Edconnect, the computer software provided to institutions participating in the Student Aid Internet Gateway. Schools actually exchange information within five Student Financial Aid processors, and these are described. The second lesson sets forth the basics of EDE processing of student records, and the third explains how to import student data into the system. Lesson 4 discusses identifying records, and lesson 5 explains how to make corrections. Lesson 6 focuses on exporting data. Exercises are included to reinforce the messages of each lesson. (SLD)

ED 464 572 HE 034 888

Mission Statement Review: Report to the Governor and the Legislature.
PUB DATE- 02
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Higher Education; *Mission Statements; Program Evaluation; *Public Colleges; State Programs
IDENTIFIERS- Maryland; *Maryland Higher Education Commission

Among the provisions of Maryland Senate Bill 682 was that mission statements would be developed by the presidents of public institutions of higher education in Maryland, submitted, and then reviewed by the Higher Education Commission no later than June 30, 1999 as required by the law in effect before July 1, 1999. Mission statements were to be revised in the context of the state's new higher education plan. The mission statements submitted by the state's higher education institutions were found to be highly compatible with and supportive of the State Plan for Higher Education. These statements were found to be clear, precise, and succinct, describing the institution's commitment and unique strengths. The link between an institution's approved mission and its aspirations for new program development is important to the review process, and the program review process is critically important for state planning and to ensure that state and federal equal educational opportunity obligations are met. This report discusses the mission statement review process in detail. An appendix contains a description of the process as it operated in five public institutions of higher education, an illustrative mission statement, and some supporting correspondence with a

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Computer Uses in Education; *Distance Education; *Educational Technology; Faculty Development; Higher Education; Instructional Design; *Instructional Development; *Instructional Innovation; *Web Based Instruction; World Wide Web
IDENTIFIERS- Indiana State University; *Technology Utilization

This collection contains the following articles on teaching with technology by faculty and staff at Indiana State University: (1) "Confessions of a Low-Tech Social Scientist" (James Schellenberg); (2) "The New Learning Curve: Creating Online Courses" (Faye Bradshaw); (3) "Practicing What We Preach: The Transformation of a Faculty Development Program" (Sharon Guan); (4) "Adding Realism via the Virtual: My Experience Using the Internet To Authenticate French Courses" (Christine Salmon); (5) "Enhancing Learning: Web Course Delivery and MERLOT" (Susan Moncada); (6) "Never Follow a Banjo Act with Another Banjo Act" (David A. Gilman); (7) "From Classroom to Computer: An Experience in Internet Teaching" (Georgia Hambrecht); (8) "Distance Education Changing and Expanding: Reborn To Increase Access to Higher Education Opportunities" (Thomas Sawyer); (9) "Transforming the Abstract to the Concrete via the Web" (Betsy Frank); (10) "First Time Experience Teaching a Course Online" (Veda Gregory); (11) "Curriculum Process in Nursing: An Online Course" (Ann Tomey); (12) "A Technical Class via Distance Education? How I Make It Work for the Student" (David Malooley); and (13) "Linking Audio to a Web Site" (Jeffrey McNabb). (Contains 265 references.) (MES)

ED 464 595 IR 021 178

Brown, Cindy; Zellner, Luana
Leadership, Technology, and Student Learning.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (15th, Cincinnati, OH, November 2-4, 2001). Sections of appendix may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; Educational Finance; *Educational Technology; Elementary Secondary Education; Grants; School Districts; *Technology Integration
IDENTIFIERS- *Technology Implementation; Texas

A Technology in Education III (TIE-3) grant was awarded to the C-SMART Consortium Project for the 1999-2000 school year by the Texas Education Agency (TEA). The consortium consisted of seven public and private schools in Texas. The goal of this grant was to accomplish four main objectives: electronic activities for development of student problem-solving skills; video conferencing of Spanish I to rural school districts who were unable to provide a Spanish course to their students; a variety of professional development experiences designed to enhance teacher technological literacy as well as teacher ability to incorporate technology with course content; and opportunity for adult literacy training through the use of computer-based

Howell, Dusti; Howell, Deanne
Using PowerPoint in the Classroom.
PUB DATE- 02
NOTE- 102p.; With contributions from Jean Morrow, Armand Seguin, Jennifer Summerville. "For both Mac and PC users of Microsoft PowerPoint 97, 98, 2000, and 2001."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animation; Charts; *Computer Graphics; Computer Uses in Education; Educational Resources; *Educational Technology; Graphs; Instructional Design; *Instructional Materials; Lesson Plans; Sound Effects; Teaching Methods; *Technology Integration
IDENTIFIERS- Apple Macintosh; *Microsoft PowerPoint; Presentations; Windows (Software)

This book is intended for those teachers who want to create more dynamic classroom lessons and presentations using quick and easy custom animations. The focus of this book is to explain how to use PowerPoint to create transitions, graphics, charts, graphs, and sound effects in a format that makes learning fun. The book is designed to give immediate results using either Windows or Macintosh platforms. Teachers will also learn the fundamentals of designing effective slides while discovering ways to use PowerPoint in the classroom. The book consists of six chapters: "Introduction to Microsoft PowerPoint"; "Creating a New Slide Show"; "Adding Graphs and Graphics"; "Special Effects"; "Presentation Delivery"; and "Classroom Applications." A quick review is provided at the end of each chapter. Chapters also contain troubleshooting tips that include possible problems users may encounter with alternative methods for performing the task, and time saving tips, as well as a feature called "Learn More" that suggests ideas for experimenting and becoming more proficient with PowerPoint. The book is illustrated throughout with sample screens and icons. (Includes an index.) (AEF)

ED 464 615 IR 021 309

Education Technology. Hearing before a Subcommittee of the Committee on Appropriations. United States Senate, One Hundred Seventh Congress, First Session, Special Hearing (July 25, 2001).
PUB DATE- 02
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Assistive Technology; Computer Networks; Computer Software Development; Computer System Design; *Computer Uses in Education; *Educational Media; *Educational Resources; *Educational Technology; Elementary Secondary Education; Federal Government; Instructional Design; Postsecondary Education

This hearing before the Subcommittee on Labor, Health, Human Services, Education and Related Agencies is about what will be done in the 21st century to improve the learning skills for children from the earliest age through all their education. Senator Tom Harkin (Iowa) presided. Opening statements were given by Senator Harkin and Senator Arlen Spector (Pennsylvania). The opening statements are followed by the statement of Dr. Margaret Honey, Vice President and Director, Education Development Center, Center for Children and materials donations, budget, honors and awards, World Wide Web sites and digital collections, new publications, exhibits, and preservation. Cover stories include: (1) "The Art of Arthur Szyk: 'Artist for Freedom' Featured in Library Exhibition"; (2) "The Year in Review: 1999 Marks Start of Bicentennial Celebration"; (3) "'A Whiz of a Wiz': New Library Exhibition on 'The Wizard of Oz' Opens"; (4) "The Many Faces of Thomas Jefferson: Father of the Library Subject of New Exhibition"; (5) Library of Congress bicentennial events; (6) "Thanks for the Memory: New Bob Hope Gallery Opens at Library"; (7) "Local Legacies: American Culture Captured in Bicentennial Program"; (8) "America at Work, School and Play: Web Films Document American Culture, 1894-1915"; (9) "Herblock's History Political Cartoon Exhibition Opens Oct. 17"; (10) "Aaron Copland Centennial"; and (11) "Al Hirschfeld: Beyond Broadway: Exhibition of Work by Famed Graphic Artist Open." (Contains 91 references.) MES)

ED 464 636   IR 058 442

Lamolinara, Guy, Ed.
The Library of Congress Information Bulletin, 2001.
PUB DATE- 01
NOTE- 423p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Electronic Libraries; *Exhibits; *Library Collections; *Library Services; *National Libraries; World Wide Web
IDENTIFIERS- *Library of Congress

These 12 issues, representing one calendar year (2001) of "The Library of Congress Information Bulletin," contain information on Library of Congress new collections and program developments, lectures and readings, financial support and materials donations, budget, honors and awards, World Wide Web sites and digital collections, new publications, exhibits, and preservation. Cover stories include: (1) "5 Million Items Online: National Digital Library Program Reaches Goal"; (2) "Celebration and Growth: The Year in Review"; (3) "The World of Hannah Arendt: Selection of Papers of Political Philosopher Now Online"; (4) "'Born in Slavery': An Introduction to the WPA Slave Narratives"; (5) "Photographer to the Czar: The Startling Work of Sergei Prokudin-Gorskii"; (6) "World Treasures: Library Opens New Gallery of Global Collections"; (7) "National Book Festival: First Lady, Library To Host First-Ever Event"; (8) "Shadows, Dreams, Substance: 'The Floating World of Ukiyo-e' Exhibition Opens"; (9) "'The Joy of the Written Work': Library and First Lady Host First National Book Festival"; (10) "'Human Nature and the Power of Culture': Margaret Mead Exhibition Opens"; and (11) "Photos from the Clarence H. White School: Library Acquires Warren and Margot Coville Collection." (Contains 91 references.) (MES)

ED 464 637   IR 058 443

Block, Marylaine, Ed.
The Quintessential Searcher: The Wit & Wisdom of Barbara Quint.
PUB DATE- 01
NOTE- 213p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)

benefits economic impact ratio for the college is very favorable. The report contains statistical tables. (MKF)

ED 464 656 JC 020 346

Iowa Community Colleges Fall Term 2001: Credit Student Enrollment Report. Revised.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Role; College Transfer Students; *Community Colleges; *Credit Courses; *Educational Assessment; Educational Objectives; *Enrollment; *Student Characteristics; Transfer Programs; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Iowa Community College System

This is a report on the credit student enrollment at Iowa community colleges for the fall 2001 term. Highlights include: (1) the total headcount shows a credit enrollment of 68,790 students, a 5% increase over fall 2000; (2) 58% of the credit students at Iowa community colleges were enrolled in four-year college parallel programs, a 13% increase over last fall 2000; (3) career technical programs also reported an increase in credit student enrollment for fall 2001; (4) the number of students enrolled in dual Career Option/College Parallel programs decreased 40% from the previous year; (5) the ratio of full-time to part-time credit students at Iowa community colleges was 52% to 48%; (6) 94% of the credit enrollees were Iowa residents; (7) females represented 56% of the total credit enrollment; (8) the average age for Iowa community college credit students was 24, with 63% of enrolled students under the age of 22; and (9) more than 92% of the credit student enrollment was white. Provides four figures and four tables of statistics. (MKF)

ED 464 657 JC 020 348

State Board of Directors for Community Colleges of Arizona. Annual Report to the Governor and Statistical Supplement, FY 2000-2001.
PUB DATE- 01
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; *Access to Education; Budgets; *Community Colleges; Core Curriculum; Curriculum; Dual Enrollment; Employment; *Enrollment; *Expenditures; Institutional Characteristics; Job Skills; Job Training; Labor Force; *Operating Expenses; State Aid; Tables (Data); *Tuition; Two Year Colleges
IDENTIFIERS- *Arizona

This annual report of the Community Colleges of Arizona for Fiscal Year (FY) 2000-2001 offers individual statistics from each of the 10 community college districts in the state. Facts for the state system include the following: (1) the annual full-time equivalent enrollment for FY 2000-2001 was 97,588, the unduplicated headcount was 349,278, and the credit headcount for fall 2000 was 174,632; (2) 56% of students were female, 62% were white, non-Hispanic; 19% were Hispanic; 4% were black, non-Hispanic; 4% were American Indian or Alaskan Native; and 3% were Pacific Islander; (3) the instructional staff was 24% full influence strategic planning at technical and community colleges within four southern states: Florida, North Carolina, South Carolina, and Texas. The investigation examined 59 colleges in terms of four areas: (1) demographics of the institutions; (2) policies, practices, and size of planning teams; (3) software tools used in strategic planning; and (4) characteristics of the chief executive officer (CEO). Approximately half of the colleges used software tools for strategic planning (41%) and the other half was either in the process of obtaining them (8%) or did not use them at all (51%). There was an extremely wide range in the size of colleges, the size of planning teams, and the CEO scores. Most colleges claimed to do college-wide planning every year or every two years and had strategic planning goals that were closely aligned with the mission and vision of the college. An analysis of variance for CEO scores indicated no significant differences among the institutions in terms of goal attainment. The only statistically significant finding was that colleges with well-written strategic planning guidance documentation tended to exhibit a higher goal attainment level. (Contains 17 tables, 2 figures, and 55 references.) (KP)

ED 464 677 JC 020 370

A Collection of Best Practices: Summaries of the 2000 New Jersey Council of County Colleges Best Practices Conference (1st, North Branch, New Jersey, February 23, 2001).
PUB DATE- 01
NOTE- 34p.; This paper is a summary of the Best Practices Conference 2001.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *College Programs; College Role; *Community Colleges; Curriculum Development; Educational Innovation; *Educational Objectives; *Educational Practices; Educational Technology; Partnerships in Education; Program Implementation; Two Year Colleges
IDENTIFIERS- *New Jersey

This is a report on a best practices conference conducted by the New Jersey Council of Community Colleges. The conference was designed to allow the 19 state community colleges to share their most valuable innovations, programs, services, and other ideas for enhancing community college instruction, administration, and overall effectiveness. The report presents information on the following community college best practices: incorporating technology into the curriculum, designing programs to meet industry needs, finding ways to internationalize the campus, implementing community service programs, using book vouchers, designing student/staff satisfaction surveys, creating services for students with disabilities, implementing remedial education programs, creating programs to improve academic performance, making tax shelters for saving revenue, and using the Internet for marketing, public relations, and general information. The report includes examples of actual programs or services being instituted by specific community colleges in the state. It also provides contact information for various programs or services. The report offers recommendations for new features and improvements for future best practice conferences. Included is Web site information for learning more about the conference and specific best practices. (MKF)

ED 464 678 JC 020 371

Commission on the Future of Howard Community College Progress Report, 2001.
PUB DATE- 01
NOTE- 149p.; For the 2000 report, see ED 446 789.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Business; College Faculty; Community Colleges; Distance Education; *Economic Impact; *Educational Assessment; Educational Improvement; Faculty Recruitment; *Institutional Cooperation; Labor Force Development; *Personnel; Technological Advancement; *Technology Education; Two Year Colleges
IDENTIFIERS- *Howard Community College MD

This Howard Community College (HCC) (Maryland) 2001 Progress Report makes assessments and recommendations in the following areas: (1) creating a world class learning organization; (2) collaboration with other educational organizations; (3) collaboration with business and industry; (4) economics and workforce development; (5) preparing students as global citizens; (6) technology and education; and (7) communicating with current and new markets. The report is arranged in a table format that aligns the goals and recommendations with progress reports from 2001 and 2000. The table also identifies the campus department or area responsible for the listed item. Examples of areas addressed and progress made include: HCC aims to capitalize on the rich resources in the Washington-Baltimore area to provide joint programs and speakers on cultural activities. Progress made includes the Rep Stage group's utilization of cultural resources in the area, HCC staff members' participation on local arts boards, and assistance at such events as the Columbia Festival. In the area of educational partnerships, in 2001 HCC negotiated articulation agreements with Governor's State University, Dickinson College, Strayer University, and Baltimore Culinary Institute. In the technology area, HCC offered 90 online courses in fiscal year 2000, with enrollments of over 1,100 students; enrollments in fiscal year 2001 are expected to exceed 1,600. (NB)

ED 464 698 JC 020 402

Financial Statement Opinion Audit Guide for Texas Public Community Colleges, 1999.
PUB DATE- 99
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Audits (Verification); College Administration; *Community Colleges; *Educational Finance; *Evaluation; Financial Support; Governing Boards; *Guidelines; Planning; Quality Control; Recordkeeping; Resource Allocation; Two Year Colleges
IDENTIFIERS- *Texas

This document, prepared by the Texas State Auditor's Office, offers detailed guidelines for conducting a financial audit of community colleges in Texas. Its purpose is to assist governing boards and college management in ensuring that their colleges are receiving high-quality opinion audits on annual financial

Britain, Ireland, the Netherlands, Portugal, Spain, and Sweden. Section 3 discusses the case studies in terms of their characteristics and indicators of effectiveness. Conclusions on the effectiveness of funding strategies include the following: (1) there is a need to use one-stop training centers; (2) the smallest enterprises are often the most effective in training; (3) flexibility is key to many of the strategies in terms of prioritizing support for small and very small enterprises; (4) the success of a training effort depends on its promotion; and (5) application and registration procedures should be as simple as possible. (Contains 85 references.) (KC)

ED 464 207 CE 082 949

Verry, Donald
Economics and Finance of Lifelong Learning.
PUB DATE- 01
NOTE- 173p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cost Effectiveness; Costs; Developed Nations; *Educational Finance; Educational Philosophy; *Educational Policy; *Financial Support; Foreign Countries; Futures (of Society); Government Role; *Lifelong Learning; Outcomes of Education; *Policy Formation; Postsecondary Education; Public Policy; Socioeconomic Influences
IDENTIFIERS- *Organisation for Economic Cooperation Development

This book represents one result of the international conference on "Lifelong Learning as an Affordable Investment," held December 6-8, 2000 in Ottawa, Canada. It examines the economic and financial issues that arise in implementing lifelong learning and considers how the public and private sectors are actually addressing or might address them. Information for the six-chapter book was drawn from analyses, findings, and lessons from various components of the Organization for Economic Cooperation and Development's (OECD's) work on financing lifelong learning, as well as from material from the Organization's thematic reviews on early childhood education and care, transitions from education to work, tertiary education, and adult learning. Chapter 1 lays out the broad questions that the report is intended to address. Chapter 2 analyzes the important economic and social factors behind the drive for lifelong learning, identifying some current gaps and imbalances that these trends have caused. Chapter 3 begins to establish a framework for a funding strategy source of funds, size of the task, and rationale for government intervention. Chapter 4 examines the costs and benefits of learning at different stages of the life cycle, suggesting reforms and identifying ways in which costs may be reduced and benefits increased in the future, thereby strengthening incentives to invest in lifelong learning. Chapter 5 highlights general funding issues relevant to lifelong learning and examines possible new funding mechanisms. The final chapter examines ways in which policy thinking will need to change to meet the lifelong learning challenge. A summary of the proceedings from the conference is appended. (Contains 81 references, 25 figures, 17 tables, and 6 boxes.) (KC)

ED 464 208 CE 082 950

Baergen-Fladager, Sharlene
Health and Literacy: What Is the Connection?
PUB DATE- 01

Waugh, C. Keith
Isolating the Effects of Training Using Simple Regression Analysis: An Example of the Procedure.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Career and Technical Education (75th, New Orleans, LA, December 13-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Banking; Case Studies; *Cost Effectiveness; *Job Training; *Outcomes of Education; Predictive Measurement; *Predictor Variables; Program Effectiveness; *Regression (Statistics); Salesmanship; Staff Development; Vocational Education
IDENTIFIERS- Performance Indicators; *Return on Investment

This paper provides a case example of simple regression analysis, a forecasting procedure used to isolate the effects of training from an identified extraneous variable. This case example focuses on results of a three-day sales training program to improve bank loan officers' knowledge, skill-level, and attitude regarding solicitation and sale of loans to new business accounts. It outlines 10 procedural steps taken to identify the most appropriate performance indicator of training success; isolate the effect the three-day training program had on the performance indicator from the most potent extraneous variable; and calculate the return on investment (ROI) of the training program. The 10 procedural steps are the following: (1) identify performance indicator and extraneous factor to be measured; (2) calculate correlation between the performance indicator and the extraneous variable; (3) calculate the slope of the regression equation; (4) calculate intercept a of the regression equation; (5) calculate the predicted value of the performance indicator y given an extraneous variable value x ; (6) calculate standard error of estimate See ; (7) calculate standard error of forecast Sef ; (8) calculate a confidence interval around the predicted value; (9) calculate monetary benefits of the training program; and (10) calculate ROI. The conclusion is the monetary benefits of the training produced a ROI of 21.19 percent; for every dollar invested in the training program, $0.21 was returned beyond cost of the training. (YLB)

ED 464 227 CE 083 169

Frome, Pamela
High Schools That Work: Findings from the 1996 and 1998 Assessments.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 01
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Education; *Educational Assessment; Educational Change; *Educational Improvement; Effective Schools Research; High Schools; Instruction; Integrated Curriculum; Partnerships in Education; *Program Effectiveness; Program Evaluation; Program Implementation; *Vocational Education
IDENTIFIERS- *Career and Technical Education; *High Schools That

direct user care, with more experienced nurses moved into more specialist or managerial roles. Chapter 4 explores relationships between user and LD nurses and finds that the role of the LD nurse is as a source of expertise and support. Chapter 5 looks at ways educational institutions approach nursing education and reports they aim to produce flexible nurses who have the ability to adjust to changing situations through lifelong learning. Perceptions of the learning process, especially the development of appropriate skills and findings nurses believe nurses' knowledge has improved, their skills are reduced, and they are not as well-prepared for practice are examined in chapter 6. Chapter 7 is a summary and highlights items that need to be addressed in the nursing curriculum. (Contains 182 references and 30 tables.) (YLB)

ED 464 244   CE 083 204

Educational Preparation for Learning Disability Nursing: Outcomes Evaluation of the Contribution of Learning Disability Nurses within the Multi-Professional, Multi-Agency Team. Research Highlights.
PUB DATE- 01
NOTE- 8p.; For full report, see CE 083 203.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developed Nations; Education Work Relationship; *Educational Needs; Foreign Countries; Higher Education; *Job Skills; *Learning Disabilities; *Medical Services; *Nurses; *Nursing Education; Nursing Research; Occupational Information; Outcomes of Education; Postsecondary Education
IDENTIFIERS- *United Kingdom

A research project examined the current roles of learning disability nurses within multi-professional and multi-agency teams in a range of care settings in the United Kingdom (UK). It also studied the effectiveness of current educational provision for this branch of nursing, in terms of current roles and activities, and the perceived needs of users and carers. Methodology included a mail survey of a random sample of 10% (1,864) of nurses in the learning disability parts of the UKCC Professional Register, of which 756 (41.9%) responded; case studies of nurses in practice; focus groups of people with disabilities and their carers; a survey of 163 courses' documentation; and a detailed study of a sample of 12 courses. Findings identified major changes in the roles of learning disability nurses from the provision of care and support within hospital settings to a diversity of roles and activities providing support for users in a variety of settings. These roles included the direct provision of care and support in residential settings, provision of specialist advice, and management of a variety of services. Educational providers were committed to the development of appropriate nurse competence with particular emphasis on the development of care, management, research, information, and personal skills. However, not only did provision vary, but both practitioners and employers identified deficiencies in educational preparation in terms of clinical skills, health care, communication, and management and leadership skills. (Author/YLB)

ED 464 245   CE 083 205

Longitudinal Study of the Effectiveness of Educational

Century Competitiveness, Committee on Education and the Workforce, House of Representatives.
PUB DATE- 02
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Cooperative Planning; *Coordination; Definitions; Delivery Systems; Employment Services; Federal Legislation; Federal State Relationship; Labor Force Development; Organizational Change; Organizational Climate; Program Improvement; Public Agencies; *Public Policy; *State Agencies; State Programs; Welfare Recipients
IDENTIFIERS- *Temporary Assistance for Needy Families; Welfare to Work Programs; Workforce Investment Act 1998

The General Accounting Office assessed the extent to which states were coordinating their Temporary Assistance for Needy Families (TANF) services with their one-stop centers. Data were gathered through the following activities: (1) an autumn 2001 survey of workforce development agency officials in all 50 states and a similar survey conducted in spring 2000; (2) visits to 4 states and 9 localities in January 2002; and (3) telephone interviews with state TANF and workforce officials in 12 states in January-February 2002. The assessment established that coordination between TANF-related programs and one-stop centers had increased since spring 2000, when the Workforce Investment Act was first implemented. Nearly all states reported some coordination between TANF and one-stop programs at the state or local level. Coordination occurred most often through co-location of TANF-related programs and local one-stops or through referrals and electronic linkages to off-site programs. Service delivery depended on state and local preferences and conditions. Despite their progress, states and localities continued to report various challenges to coordination. Infrastructure limitations and multiple, sometimes conflicting, program requirements were two major sources of such challenges. It was concluded that, although the former could be overcome through state and local innovation, resolution of the latter would require federal intervention. (MN)

ED 464 262 CE 083 230

Munoz, Maria D.; Munoz, Marco A.
John Dewey on Democracy, Education, Experience, and Communication: Implications for Adult Education in Developing Democratic Organizations.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Adult Learning; Conventional Instruction; *Democracy; *Education Work Relationship; Educational Environment; *Educational Philosophy; Educational Principles; Employer Employee Relationship; Interaction; *Labor Force Development; Nonformal Education; Organizational Climate; *Organizational Development; Teacher Student Relationship; Trainers; Training; Work Environment
IDENTIFIERS- *Dewey (John); Human Resources Professionals; Learning Organizations

John Dewey's reflections regarding education, experience, and communication remain relevant to all educators, especially educators and trainers in the field of human resource

*School Counseling; School Counselors; Student Leadership

This chapter explores the future role of school counseling. It is noted that the student of the year 2021 should leave the K-12 system as an academically, socially, and psychologically balanced, civic-minded person ready to enter society and become a responsible, productive individual with basic skills in reading, writing, mathematics and thinking critically, as well as competence in the use of computers and other emerging technologies. To improve the chances of the school system producing such a student, the future student service provider will need to learn to bring about a better relationship, agreement, and level of commitment among the learners, teachers, and the end users of the person being taught. The chapter includes a discussion of the future role of pupil service providers and the importance of student leadership in effecting change. (GCP)

ED 464 283   CG 031 703

Orange, Leo M.; Brodwin, Martin G.
Support Programs for Students with Disabilities in the Public Schools.
PUB DATE- 02
NOTE- 17p.; In: Building Stronger School Counseling Programs: Bringing Futuristic Approaches into the Present; see CG 031 688.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Accommodations (Disabilities); Curriculum Development; Disabilities; Elementary Secondary Education; *Futures (of Society); Program Development; *Public Schools; Pupil Personnel Services; *Rehabilitation Counseling; *School Counseling; School Counselors

This chapter has been written as if it were 20 years from today, looking into the future and attempting to outline changes that hopefully will have occurred in public schools, specifically in the area of the provision of support programs for students who have disabilities. It is predicted that the public school of the future will provide full accommodation, allowing students with disabilities a free, appropriate, and equal opportunity for education to the greatest extent possible. To facilitate this, educational administrators and public school teachers will work closely with rehabilitation counselors in developing curricula and assessing what kinds of accommodations can be made within the school. The chapter includes specific sections on future accommodations within the public schools, and the promise of assistive technologies. (Contains 19 references.) (GCP)

ED 464 284   CG 031 704

Hallberg, Edmond C.
Pinching the Future of Higher Education Counseling.
PUB DATE- 02
NOTE- 13p.; In: Building Stronger School Counseling Programs: Bringing Futuristic Approaches into the Present; see CG 031 688.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Counselor Role; Futures (of Society); *Higher Education; *School Counseling; Student Development; *Student Personnel Services; Trend Analysis

financing efforts, identifying sources, and understanding strategies related to needed reforms that address barriers to learning. The packet contains an introductory overview of financing strategies to support innovative approaches to assisting children and families. Also presented are selected references on financial strategies including discussions of funding sources, models, issues and considerations, and a listing of agencies, organizations, and advocacy groups that are relevant to financing strategies. A brief description of financing options for children's mental health services and Internet resources specializing in assistance related to financing school mental health centers, as well as potential sources of federal support for school-based and school-linked health services is provided. The packet concludes with a short course on proposal writing. (GCP)

ED 464 305 CG 031 737

Organizations with Resources Relevant to Addressing Barriers to Student Learning: A Catalogue of Clearinghouses, Technical Assistance Centers, and Other Agencies. A Resource Aid Packet.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 02
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Child Health; Elementary Secondary Education; *Financial Needs; *Financial Support; *Mental Health Programs; *Resource Materials; School Effectiveness; *School Health Services; Shared Resources and Services

This catalogue has been created as part of the UCLA Center for Mental Health in Schools' effort to compile and disseminate a set of resources useful to addressing barriers to student learning. This resource packet categorizes and provides contact information on organizations focusing on children's mental health, education and schools, school-based and school-linked centers, and general concerns related to youth and other health related matters. Organizations are grouped by the primary type of service provided, and each listing contains the organization's name, address, phone and if available, fax number, email, Web site, and contact person. The packet is divided into five sections: Children's Mental Health; Education and Schools; Resources Specifically for School Based and School Linked Centers; General Concerns Related to Youth; and Other Health Related Concerns. The appendix includes descriptions of Centers (as available). (GCP)

ED 464 306 CG 031 739

Affect and Mood Problems Related to School Aged Youth. An Introductory Packet.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 99
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Language arts teachers have usually restricted themselves to showing video interpretations of novels or filmed renderings of Shakespeare's plays, for fear of being labeled as that "person who shows movies." But film can be used as a "bridge" to other works of literature, i.e., terms, devices. For example, if the teacher wants students to gain greater insights into the component of the hero on the journey, why not have them first study "Star Wars"? Or use the film "The Natural" for teaching numerous literary components. It is a marvelous tool, abundant with examples, for teaching irony--verbal, situational, dramatic--starting with the characters' names (Max Mercy, Iris Lemon, etc.) through to the final scene where the hero (Roy) essentially comes up to bat against himself. There is also "Field of Dreams," a tremendous tool for teaching the hero's quest itself, and especially valuable in teaching allegory. Teaching thesis is always an integral part of any English curriculum. A series of Dr. Seuss videos is available which can be used effectively to move the students from recognition of theme to development of thesis. A recent release, "Oh Brother, Where Art Thou," establishes in its opening credits its relationship to Homer's "Odyssey." Each year more and more films are being released that have some degree of correlation with the "classics" of literature. Opportunities for finding relevant materials are limited only by the imagination of the instructor. (NKA)

ED 464 327 CS 510 827

Tips & Techniques: Storytelling with Puppets and Props. Videotape .
PUB DATE- 02
NOTE- 0p.; Close captioned VHS Videotape.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Audience Awareness; Classroom Techniques; Elementary Education; Instructional Materials; Interviews; *Puppetry; *Story Telling; Videotape Recordings; Young Children
IDENTIFIERS- Props (Theater Arts)

On this 20-minute videotape, two accomplished storytellers share their expertise on using puppets and props to enhance the art of storytelling. Schroeder Cherry uses several types of puppets to tell his educational story about the Underground Railroad, while Karen Quinn-Wisniewski entertains her audience of young children with classic fables, colorful puppets, and props. The videotape includes interviews with each puppeteer, and clips from their performances show teachers how to use puppets to increase their storytelling abilities. Inside the cover of the videotape case is a list of two Web sites, three books, and two videos. (NKA)

ED 464 328 CS 510 866

Ellis, Carol
Transformation and Text: Journal Pedagogy.
PUB DATE- 02
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

people make. (NKA)

ED 464 347 CS 510 955

Moss, Marc; Hiller, Jordan; Moore, Douglas
Descriptive Study of AmeriCorps Literacy Programs: State and National. Final Report.
SPONS. AGENCY- Bosma and Associates International, Seattle, WA.
PUB DATE- 99
NOTE- 57p.; The survey instrument, Appendix B, is not included in the downloaded version, and is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Literacy; Program Descriptions; *Program Evaluation; *Reading Skills; *Tutoring
IDENTIFIERS- Administrator Surveys; *AmeriCorps; Corporation for National Service; Descriptive Research

AmeriCorps is composed of three programs, State and National; National Civilian Community Corps (NCCC); and Volunteers in Service to America (VISTA). The focus of this report is on the AmeriCorps State/National program. Education-related activities have been a priority for AmeriCorps' parent organization, the National Corporation for Public Service, since its inception. To inform staff, programs, Congress, and other stakeholders about its literacy activities, the Corporation contracted with Abt Associates to conduct an independent descriptive study. Abt Associates surveyed 517 directors of AmeriCorps programs engaged in literacy services--of these, 481 responded for a response rate of 93%. Findings include: slightly more than half of all programs are involved in education (54%); 42% of programs provide literacy services (n=406); 37% of programs provide direct tutoring in reading (n=360); 5% of program provide literacy-related activities such as reading aloud to children (n=46); most AmeriCorps State/National educational programs provide literacy services (84%); and of those programs conducting literacy services, most conduct tutoring activities in reading (89%). The report is divided into these chapters: (1) Background; (2) Description of the AmeriCorps Educational State/National Literacy Programs; (3) Structure of Literacy Programs; and (4) Tutoring Activities and Effective Practices. Contains numerous exhibits of data. Appended are a description of the survey design and implementation; and selected analyses for the complete respondent sample. (NKA)

ED 464 348 CS 510 956

Moss, Marc; Swartz, Janet; Obeidallah, Dawn; Stewart, Gerrie; Greene, Diane
AmeriCorps Tutoring Outcomes Study.
SPONS. AGENCY- Corporation for National Service, Washington, DC.
PUB DATE- 01
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Literacy; Pretests Posttests; Primary Education; Program Effectiveness; Program Evaluation; *Reading Achievement; Reading Improvement; *Tutoring
IDENTIFIERS- *AmeriCorps; Corporation for National Service

Supported by the Corporation for National Service, AmeriCorps' members serve with local and national organizations to meet community needs while earning education awards to help finance state. Results indicated: schools participating in the ARI outperformed schools not in the program; 14 of the schools in the first year of the program lost ground in the third year, and the second year gains of the 59 schools that started the program in the second year were smaller than their first year gains, suggesting annual gains level off over time; the top schools outperformed the norm by 4 NCE (normal curve equivalency) points the first year and 2.8 points the second, while students in the lowest 5 schools fell 1.7 NCE points the first and 1.6 the next year; and teachers reported enthusiastically that their faculty was working together as never before. Focus group discussions indicated that successful schools have in common: a strongly committed principal; a full-time reading specialist; faculty members who work cooperatively; teachers who make frequent use of diagnostic tests; teachers spend the greater part of the day in small-group instruction to meet individual needs; the school teaches phonemic awareness and systematic phonics to all students in the primary grades and to struggling readers in all grades; teachers re-enforce comprehension skills for all students; the school actively encourages students to read; the school receives follow-up and guidance from the state ARI staff; and the system's central office is supportive. Findings suggest that the second year of the program was the most successful; a better measure of student progress is needed than the Stanford 9 test; and the ARI will have to invest in a large corps of state-funded reading specialists who can keep in constant touch with new ARI schools or those that are struggling. An appendix contains a more detailed quantitative analysis. (Contains 5 references and 13 notes.) (RS)

ED 464 367   CS 511 127

Phonemic Awareness and Phonics Instruction: Grades 2-3. Alabama Reading Initiative.
PUB DATE- 01
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Decoding (Reading); Grade 2; Grade 3; Inservice Teacher Education; *Phonics; Primary Education; Professional Development; Reading Achievement; *Reading Instruction; Reading Materials; *Spelling Instruction; *Student Evaluation; Teaching Methods
IDENTIFIERS- Alabama Reading Initiative; Phonemic Awareness; *Phonological Awareness

This inservice professional development module, part of the Alabama Reading Initiative, presents research summaries, notes for presenters, and activities. The Phonemic Awareness and Phonics module clarifies that skilled readers are accurate and automatic decoders (i.e., they have the alphabetic principle). Phonics instruction must empower all learners to be both accurate and automatic. Accurate and automatic decoders are then able to become fluent readers whose minds are "free" to concentrate on building meaning. Any student who is not an accurate and automatic decoder and/or who does not spell well can benefit from phonics instruction. Sections of the module, and associated objectives, are: (1) "Phonological Awareness and Assessment of Decoding Skill" (know how to recognize, count, segment, blend, and manipulate the phonemes of any English words; and know how to assess decoding skill and to use this information to guide instruction); (2) "Phonics Instruction and

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Charter Schools; *Competition; Economic Factors; *Educational Economics; Educational Finance; Elementary Secondary Education; *Finance Reform; *Organizational Development; Parent Participation; Parochial Schools; Public Schools

When consumers perceive a lessening in the value of any particular good or service provided by a free-market private enterprise, the likelihood of exit (that is, their choice of an alternative provider) is high. Parents of students enrolled in public schools, on the other hand, typically have not been able to choose an alternative service provider. In 1991 Minnesota became the first state to establish charter schools as an alternative means of funding and organizing the delivery of public education. During the 2-year period of 1999-2001, 23 new charter schools began operation in the state of New York. From these operating charter schools, five schools were selected for inclusion in this study. Of the 145 surveys distributed to the parents of approximately one-third of the enrolled students in each of the schools, 39 useful responses were obtained (27 percent). The survey instrument was designed to obtain information on: (1) factors that influenced the decision to enroll in the charter school; and (2) the type of relationship parents had with the students' previous schools. The statement, "Personnel at my child's previous public school were not sufficiently responsive to my concern as a parent" was judged to be first among the items that influenced the decision to transfer schools; it was most uniformly agreed to be a factor. Considering Hirschman's model of exit, voice, and loyalty, one can hypothesize that at least among this small sample of parents of charter-school students, the failure of the previously attended public school to attend to parents' "voice" became a significant issue for parents. (Includes a questionnaire.) (DFR)

ED 464 385 EA 031 589

Kraft, Nancy P.
Critical Characteristics of Successful After-School Programs: An Evaluation of the 21st Century Initiative.
PUB DATE- 01
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *After School Programs; Behavioral Objectives; Educational Change; *Educational Improvement; Elementary Education; Parent School Relationship; Public Schools; School Effectiveness; Social Values

With the recent U.S. Department of Education's 21st Century Initiative there has been a proliferation of after-school programs emerging in rural, suburban, and urban school communities across the country. Although these programs are financially supported through the federal government, the grants are only funded for a 3-year period. Given the short duration of the federal support for these programs and the fact that education innovations generally take time to become established and well-running programs, this research sheds light on what variables are needed for successful after-school programs. The document reports the results of an evaluation planning is more for the future and well-being of the corporation than it is for the outgoing chief executive officer. The transition should be done with as little disruption as possible to meet the corporation's needs of forging ahead with their profit goals. An appendix lists the studies used in this review. (Contains 92 references.) (RT)

ED 464 405 EA 031 641

Fok, Shui Che
Education Reform in Hong Kong and the Paradigm Shift.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Institute of Asia Pacific Education Development Conference on Education Research (Seoul, Korea, October 25-26, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Economic Factors; *Educational Change; *Educational Objectives; Educational Philosophy; Educational Quality; Elementary Secondary Education; Foreign Countries; Models; *Political Socialization; Program Proposals; Social Influences
IDENTIFIERS- *Hong Kong; Reform Efforts

Hong Kong has always been proud of its economic achievement of the past decades. However, the economic turmoil that swept over East Asia has revealed the weakness in its economy, which, in turn, urges Hong Kong to reform its education system to meet the challenge of this era of information technology. There are many problems in Hong Kong's education system, including elitism, teacher-centered classrooms, outdated curricula, and ambiguous language policies. At the same time, Hong Kong is faced with fierce competition with its neighboring cities, notably Shanghai and Singapore. There is concern that Hong Kong cannot produce the suitable manpower to meet the needs of the changing economy. Reform proposals were first introduced in May 2001, with "student-focused learning," "no-loser," "quantity," "life-long learning," and "society-wide mobilization" as guiding principles. This paper aims at examining the reform proposals, their problems and possibilities, and their implications through contextual analysis and literature review. The significance of Hong Kong's education reform may help shed some light on education reform in other parts of the world facing similar problems in the process of rapid economic and social change. (Contains 40 references.) (RT)

ED 464 406 EA 031 642

Yunus, Aida Suraya Muhammad
Education Reforms in Malaysia.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Institute of Asia Pacific Education Development Conference on Education Research (Seoul, Korea, October 25-26, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economic Factors; *Educational Change; Educational Philosophy; Elementary Secondary Education; Foreign Countries; Program Design; *Social Action
IDENTIFIERS- *Malaysia

DESCRIPTORS- Academic Achievement; *Administrators; *Educational Improvement; Elementary Secondary Education; *Leadership; Standards

Beginning in the mid-1980s, the "excellence movement" was launched. Although the reform movement is now more than a decade old, effective schools that produce high achievement for all students are still uncommon occurrences. The fact that some students master academic content whereas many others do not still cannot be accounted for. This paper examines the challenges and difficulties in implementing standards effectively in whole school systems. The analysis is developed in four parts, starting with a few ideas about why school improvement is so problematic. The case is made for the incompatibility between the structure of schools and the demands for school improvement. Two frameworks are used in the argument: Parsons's level of organization and Weick's loose coupling. A new leadership framework is then introduced, the purpose of which is to rebuild a new school structure, which may better accommodate the demands for school improvement. Finally, one state's successful experience with school improvement is discussed, which is compatible with the proposed new leadership structure. (Contains 115 references and 6 tables.) (RT)

ED 464 427 EC 308 899

Ahearn, Eileen M.; Lange, Cheryl M.; Rhim, Lauren Morando; McLaughlin, Margaret J.

Project SEARCH: Special Education as Requirements in Charter Schools. Final Report of a Research Study: Cross-State Analysis of Findings and Summaries of State Case Studies.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 01

NOTE- 157p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Accountability; Case Studies; *Charter Schools; *Compliance (Legal); Delivery Systems; *Disabilities; Elementary Secondary Education; Governance; Qualitative Research; School Administration; *Special Education; State Standards; Technical Assistance

IDENTIFIERS- *Individuals with Disabilities Education Act

This document presents findings of Project SEARCH, a qualitative research study of how charter schools interpret laws and regulations governing the education of children with disabilities, especially the federal Individuals with Disabilities Education Act (IDEA). The project involved a preliminary 15-state policy analysis followed by in-depth case studies of seven states (Arizona, California, Colorado, Connecticut, Florida, Minnesota, North Carolina) and the District of Columbia. Findings identify recurring themes in the areas of governance, service delivery models, accountability, operational issues, and technical assistance. Two central tensions or policy conflicts were also identified: first, balancing procedural regulations and the goal of autonomy and second, negotiating parental choice and special education team decision making. Ten recommendations address the themes identified earlier and include: (1) policy guidance is needed regarding a charter school's local education agency's status as it applies to legal responsibilities under IDEA and related state laws; (2) authorizers should permit charter schools to consider a variety of options for meeting their special with developmental disabilities into workplaces and neighborhoods. The paper is organized around the question of whether students graduating from special education can find paid and volunteer work in community settings, become involved in social and recreational activities in their neighborhoods, and develop new friendships and associations in these settings. Discussion focuses on the concept of "capacity thinking," which stresses five ideas: (1) building a capacity view of the individual; (2) challenging deficiency thinking; (3) discovering opportunities; (4) increasing expectations; and (5) advocating for necessary resources and services. Other principles include person-centered work and development projects, making space to work outside the current system of special education and adult services, investing in renewal, forum creation, and person-centered planning. Excerpts from participants' comments on their experiences illustrate the paper's ideas. (Contains 14 references.) (DB)

ED 464 446   EC 308 958

O'Brien, John
Great Questions and the Art of Portraiture.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Minnesota Univ., Minneapolis. Inst. on Community Integration.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; Children; *Counselor Role; *Disabilities; Ethics; Individualized Programs; *Interpersonal Communication; Planning; *Rehabilitation
IDENTIFIERS- Person Centered Approach

This brief paper uses the concept of "great questions" to address issues in person-centered planning for individuals with disabilities. "Great questions" are defined as questions that refuse to be answered and so lead to deeper thinking and deeper connections. The concept of portraiture is used to examine the ethical question of what is the proper relationship between the practitioner of person-centered planning and the people he/she wants to serve. It suggests that, like the portrait artist, the practitioner of person-centered planning experiences a variety of roles including that of mirror, inquirer, companion, audience, spider woman (who spins the subject's tales), therapist, and human archaeologist. Practitioners are also urged to build relationships with people and their families and allies based on commitment to a common project and the continual asking of great questions. (DB)

ED 464 447   EC 308 959

Barnes, Ellen
Paving the Way to Kindergarten: Timelines and Guidelines for Preschool Staff Working with Young Children with Special Needs and Their Families.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 36p.; Originally written in 1997. Revised by Dianne Apter and Rachael Zubl in 2001. Supported by the National Resource Center on Supported Living and Choice. Created as part of "Paving the Way to Kindergarten" project. Based on original

Functional Assessment Scale (PECFAS) Screener, an assessment designed to assist in the early identification of mental health concerns in preschool-aged children. Formed in 1993, the Putting All Communities Together 4 Families (PACT 4) program is a Children's Mental Health and Family Service Collaborative that works with four rural counties in Minnesota. PACT 4 began utilizing the PECFAS to assess functional impairment and service outcomes for children ages 4-7 years old. The PECFAS consists of seven subscales for assessing youth (school/daycare, home, community, behavior toward others, moods/emotions, self-harmful behavior, and thinking/communication) and two caregiver scales. The PECFAS Screener was administered in the first pilot to more than 300 children at a dozen preschool screenings. Preliminary findings were encouraging, in that 3% to 8% of the children screened indicated a need for follow-up. Most families were followed up with the more extensive interview of the PECFAS, which resulted in approximately half being referred to parenting education or other related resources and the others being referred for future evaluation. Findings from the second year of the pilot project continue to indicate the usefulness of the screener. (CR)

ED 464 466 EC 308 978

Hocutt, Anne; McKinney, James; Montague, Marjorie
The Impact of Managed Care on Efforts To Prevent Serious Emotional Disturbance in Young Children.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 4p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (13th, Tampa, FL, March 5-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Problems; Delivery Systems; Economic Factors; *Emotional Disturbances; Financial Problems; Health Care Costs; *Health Insurance; *Health Maintenance Organizations; Health Services; Kindergarten Children; *Mental Health Programs; Performance Factors; *Prevention; Primary Education; Referral
IDENTIFIERS- *Medicaid

This report explores the impact of managed care on providing preventative mental health services to young children at risk for serious emotional disturbances (SED). The study included a sample of kindergarten and 1st grade children (n=121) at-risk for SED that were identified in two public schools. Results of the study indicated that the move to managed care in provision of mental health services under Medicaid facilitated the provision of services in two ways for children at-risk for SED: (1) by emphasizing a community-based service provider network and provision of services in community-based facilities; and (2) by requiring the development of individualized service plans. Other than this, however, application of managed care to Medicaid acted as a barrier to the provision of mental health services for children at-risk for SED through eligibility requirements. Children eligible for targeted care management were required to have a SED as indicated by a defined mental disorder, be in, or at-risk for, residential placement, and need two therapeutic services in addition to case management. The move to managed care also acted as a barrier to prevention

Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Bilingual Education; Civil Rights; Diversity (Student); Educational Finance; Educational Legislation; Elementary Secondary Education; English (Second Language); Federal Legislation; Higher Education; Immigrants; Language Minorities; Minority Groups; Politics of Education; Preservice Teacher Education; *Public Policy; Public Schools; Second Language Learning

This book describes the evolution of bilingual education in the United States, emphasizing its relationship to educational and civil rights reform. Federal, state, and district policies affecting the implementation of bilingual programs are identified, along with related legal, political, demographic, and economic factors and controversies. International comparisons of bilingual education programs illustrate additional types of language education and policies that incorporate diverse groups into mainstream society. Eight chapters include the following: (1) "Introduction: What Is Bilingual Education?" (e.g., English language instruction, indigenous students, and submersion); (2) "Chronology: The Evolution of Teacher Education"; (3) "Local Bilingual Education Policies and Curriculum" (e.g., characteristics of language minority students, funding, and two-way programs); (4) "State Policies and Bilingual Education" (e.g., state action in education, bridge programs, and state profiles); (5) "Bilingual Education and Federal Law" (e.g., federal authorization, federal incentives, and federal requirements or prohibitions); (6) "Politics and the Challenge of Linguistic Diversity" (e.g., immigration, school finance reform, and identity politics); (7) "Directory of Agencies and Organizations Associated with Bilingual Education"; and (8) "Print and Nonprint Resources" (annotated bibliographies). (Chapters contain references.) (SM)

ED 464 488   FL 027 248

Carrasquillo, Angela L.; Rodriguez, Vivian
Language Minority Students in the Mainstream Classroom. 2nd Edition. Bilingual Education and Bilingualism 33.
PUB DATE- 02
NOTE- 201p.; For the first edition, see ED 392 281.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Diversity (Student); Elementary Secondary Education; *English (Second Language); Immigrants; Language Arts; *Language Minorities; *Limited English Speaking; *Mainstreaming; Mathematics Education; Oral Language; Reading Comprehension; Science Education; Second Language Learning; Social Studies; Student Evaluation; Teacher Role; Teaching Methods; Written Language
IDENTIFIERS- Content Area Teaching

This book integrates current second language teaching and learning theories and instructional strategies, helping to make mainstream educators aware that language minority students, especially those who are not totally proficient in English, need special attention, appropriate assessment, an appropriate language environment, and a challenging curriculum. Ten chapters include the following: (1) "Limited English Proficient Students in the Mainstream Classroom"; (2) "Limited English Proficient Students/English Language Learners: Who Are They?";

Communication; Interdisciplinary Approach; Language Skills; *Language Teachers; Literature; News Media; Preservice Teacher Education; *Second Language Instruction; Second Language Learning; Television
IDENTIFIERS- Denmark; France; Japan; Teachers of English to Speakers of Other Languages; United Kingdom

This collection of papers shows how intercultural competence can be realized in the classroom. The 17 chapters include the following: (1) "The International Partnership Project" (Carol Morgan); (2) "Teaching Intercultural Communicative Competence through Literature" (Eva Burwitz-Melzer); (3) "'Up the Hills of Identity'" (Elena Tarasheva and Leah Davcheva); (4) "Visual Codes and Modes of Presentation of Television News Broadcasts" (Maria Metodieva Genova); (5) "An Approach to Implementing a Cultural Studies Syllabus" (Iskra Georgieva); (6) "'Family Life' and 'Regional Identity'--Comparative Studies While Learning French" (Sylvia Duffy and Janet Mayes); (7) "'It Must Be Cultural because I Don't Do It': Cultural Awareness in Initial TESOL Teacher Education" (Mary Williams); (8) "Virtual Intercultural Competence: A Programme for Japanese Elementary School Students" (Lynne Parmenter and Yuichi Tomita); (9) "Students as Virtual Ethnographers: Exploring the Language Culture-Connection" (Sheila Carel); (10) "Working in Tandem: An Anglo-French Project" (Clare Dodd); (11) "New Tools for Old Tricks: Information and Communication Technology in Teaching British Cultural Studies" (Paul Whittaker); (12) "Tandem Learning as an Intercultural Activity" (Jane Woodin); (13) "'Why Do Danes Put Their Elderly in Nursing Homes?'--Working Outside the Classroom with Adult Second Language Learners" (Judith Parsons and Peter Junge); (14) "Cultural Understanding in Danish Schools" (Leon Aktor and Karen Risager); (15) "'I Thought My Teacher Fancied Me'" (Tanya Madjarova, Magdalena Botsmanova, and Tanya Stamatova); (16) "British and Bulgarian Christmas Cards: A Research Project for Students" (Krassimira Topuzova); and (17) "Study of Landscapes as an Approach to Openness to Others" (Francoise Vigneron). (Papers contain references.) (SM)

ED 464 509   FL 027 272

Lucas, Ceil, Ed.
The Sociolinguistics of Sign Languages.
PUB DATE- 01
NOTE- 277p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Bilingualism; *Deafness; Discourse Analysis; Language Attitudes; Language Planning; Multilingualism; Public Policy; *Sign Language; *Sociolinguistics
IDENTIFIERS- Language Contact; Language Policy

This collection of papers examines how sign languages are distributed around the world; what occurs when they come in contact with spoken and written languages, and how signers use them in a variety of situations. Each chapter introduces the key issues in a particular area of inquiry and provides a comprehensive review of the literature. The seven papers include the following: (1) "Introduction" (Ceil Lucas); (2) "Multilingualism: The Global Approach to Sign Languages" (Bencie Woll, Rachel Sutton-Spence, and Frances Elton); (3) "Bilingualism and Language Contact" (Jean Ann); (4) "Sociolinguistic Variation" (Ceil Lucas, Robert Bayley, Clayton Valli, Mary Rose, and Alyssa Wulf); (5) "Discourse Analysis" (Melanie Metzger and Ben Bahan); (6) "Language Planning and trends in undergraduate education and the changing environment in which colleges and universities are educating a much larger percentage of the population. College-level learning in high school is a rapidly growing, but little-studied, phenomenon. With well over a million Advanced Placement (AP) Examinations taken by more than 700,000 high school students, AP plays an increasingly visible role in defining the content and standards of high school college-entry-significant courses. College-level learning in high school also includes courses for which colleges grant credit as their own, but which are taught to high school students by high school teachers in high school venues. This study examined the central role of college and university policies toward the sponsorship of college-level learning in high school and the acceptance of supposed college-level credits brought in by entering or transferring students. Data are from a national sample of 451 two- and four-year colleges and universities collected and analyzed by the University at Buffalo Learning Productivity Network. Findings reveal great differences in encouragement and accommodation according to the selectivity of the institution, with highly selective institutions requiring higher scores on AP examinations and frequently not allowing them to be credited toward graduation. Less selective institutions are more likely to accept AP results and other forms of college credit. (Contains 17 tables, 13 endnotes, and 25 references.) (SLD)

ED 464 530 HE 034 805

Heller, Rafael, Ed.
General Education in an Age of Student Mobility: An Invitation To Discuss Systemic Curricular Planning. The Academy in Transition.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 50p.; "Essays by Robert Shoenberg and others. Fifth in a Series of Discussion Papers for Faculty Members and Academic Leaders." Portions of the text originally appeared in "Peer Review" (Vol. 2, No. 2, Winter 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Students; *Curriculum Development; *Educational Change; *General Education; Higher Education; *Student Mobility; *Transfer Students

Even as individual colleges and universities work to make their own general education programs more coherent, fewer and fewer students proceed through those programs according to plan. Students frequently say that their general education programs add up to an assortment of fragments to be assembled and then left behind. How should the educational system close the gap between the purpose of general education programs and the absence of purpose students often experience when they take general education courses? That question is the focus of this collection. The first section contains an opinion piece by Robert Shoenberg: (1) "Why Do I Have To Take This Course?" or Credit Hours, Transfer, and Curricular Coherence. Part 2, Continuing the Discussion, contains: (2) Who Wants Coherence? (Marshall A. Hill); (3) Can We Work with Our Legislatures? (Eduardo Padron); (4) What Do Our Students Value? (Rod A. Risley); (5) Define the Role of State Systems (Martha Romero); (6) Leadership Is Essential (Ron Williams); (7) Don't Sacrifice Local Autonomy (John Nixon); and (8) Will We Reform Ourselves, prepare and collect data from the capital improvement worksheets. A comprehensive set of tables was then developed to provide the plan for the whole University. Overall, it is projected that the University will experience substantial increases in capital infrastructure from 2000 to 2005. It is expected that enrollment will increase by 18% during this period, and that number of full-time faculty members will increase by 17%. Part-time faculty numbers are projected to increase by 21%, and a 21% increase is also projected for full-time staff. Space (1,000 square feet)) is projected to increase by 40%, and the estimated cost of this increased space is approximately $114 million. To support this growth in a sustained and prudent manner, the University must remain mindful of these projections, especially as costs for 3 new buildings have already reached $79 million. (Contains 16 tables.) (SLD)

ED 464 551 HE 034 866

MacFarland, Thomas W.
Responses by Students in the Center for Psychological Studies to a Fall Term 1999 Satisfaction Survey: Master's-Level Students and Doctoral-Level Students. Research and Planning Report.
PUB DATE- 00
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; Curriculum; Distance Education; Doctoral Programs; *Graduate Students; Higher Education; Masters Programs; *Psychological Studies; *Satisfaction; *Services; Student Surveys
IDENTIFIERS- *Nova Southeastern University FL

This study was undertaken to respond to a specific inquiry from the Center for Psychological Studies of Nova Southeastern University (Florida) about the satisfaction of Master's-level and Doctoral-level students with the University's faculty and programs. The population consisted of all students enrolled in these programs in the fall term of 1999, and there was sufficient evidence to conclude that the survey respondents were generally representative of the student body. The respondents expressed a high level of satisfaction with the competence of the faculty with a modal response of 5 (scale of 1 through 5) for students at both graduate study levels. Master's-level respondents, who included distance education students, had a satisfaction level of 4 with access to full-time faculty, but Doctoral students, who were all campus-based, gave a modal response of 5. Doctoral students were somewhat more satisfied with the University's administration (modal response of 3) than were Master's degree students. Perhaps the most extreme difference between the two groups' responses to was level of satisfaction with financial aid services. Doctoral-level students offered a modal response of 1 for satisfaction, while Master's level students offered a modal response of 4. Identification of areas in which these two groups of students are not in agreement about the University's faculty and programs may help in future program planning and faculty development. (Contains 40 tables and 14 references.) (SLD)

ED 464 552 HE 034 867

MacFarland, Thomas W.
An Analysis of Nova Southeastern University's Fall Term 1999

review of a mission statement. (SLD)

ED 464 573 HE 034 889

Immerwahr, John
The Affordability of Higher Education: A Review of Recent Survey Research. National Center Report.
SPONS. AGENCY- National Center for Public Policy and Higher Education, CA.
PUB DATE- 02
NOTE- 42p.; For a related report on the affordability of higher education, see HE 034 890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Focus Groups; Government Role; Higher Education; Literature Reviews; Minority Groups; Parent Attitudes; *Parents; *Paying for College; Student Costs; *Student Financial Aid
IDENTIFIERS- *Affordability

Public Agenda has compiled this review of survey research on the affordability of higher education. Relevant survey findings from research conducted by Public Agenda and by other organizations were reviewed and two focus groups were conducted in Philadelphia, one with members of the general public and one with parents of high school and college students. Five major themes emerged from the review of recent survey research. One is the importance of higher education. In the view of most Americans, it is very important for individuals to receive a higher education. African American and Hispanic parents are even more likely to stress the importance of higher education than does the population as a whole. Many Americans, especially parents, are concerned about the price of higher education. Although they know little about the details, they feel that rising prices threaten to make higher education inaccessible to many people. There is public support for a government role in making college affordable, but the public does not consider this a major priority for government attention. In general, people have not thought through the complexities of financing higher education, but Americans are opposed to approaches that reduce access either by raising tuition or admitting fewer students. Each of 41 endnotes contains a table of summary survey responses. (SLD)

ED 464 574 HE 034 890

Losing Ground: A National Status Report on the Affordability of American Higher Education.
PUB DATE- 02
NOTE- 33p.; For a related report on college affordability, see HE 034 889. Small print in endnotes and figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Parent Attitudes; Parents; *Paying for College; Student Costs; *Student Financial Aid
IDENTIFIERS- *Affordability

This analysis, based on data from multiple sources, examines the affordability of higher education in the United States. The programs to parents, open access labs to parents, and technology training to parents. The purpose of the C-SMART TIE-3 grant evaluation written for TEA was to: determine the degree and quality of the implementation of the project using both qualitative and quantitative research methods; provide formative and summative evaluation of the project in order to facilitate concurrent and future decision making for the TIE-3 grant; and meet the requirements of the TEA for evaluation of the project. Participants included nearly 10,500 students, 750 teachers and 17 district technology facilitators who comprised C-SMART's Leadership Team. From the data gathered in the evaluation, the following assumptions about C-SMART's impact on its participants are construed: computer usage in the integration of content with instruction was greatly enhanced by the C-SMART program; time spent on daily managerial, research, and planning tasks is perceived by participants to be reduced with the use of the computer; students use the computer as a tool for seeking information for their class work with more frequency and confidence; and teachers are more comfortable with using the computer for classroom instruction. The Technology Questionnaire and pre- and post-Technology Questionnaire results are appended. (AEF)

ED 464 596   IR 021 179

Green, Timothy D.; Brown, Abbie
Multimedia Projects in the Classroom: A Guide to Development and Evaluation.
PUB DATE- 02
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Uses in Education; *Curriculum Development; Educational Technology; Instructional Design; Learning Activities; *Multimedia Instruction; *Multimedia Materials; *Student Developed Materials; *Student Projects; Teaching Methods; *Technology Integration

This guide is designed to help teachers understand how the multimedia development process works, and how to incorporate student-produced multimedia projects into their classrooms. The book consists of five chapters. Chapter 1 defines multimedia and addresses the importance of integrating digital media into the classroom. Chapter 2 discusses traditional classroom multimedia activities, recommended approaches to integrating curriculum content into multimedia projects, and where to find resources that address the issue of technology-curriculum integration. Chapter 3 focuses on how to use cooperative learning strategies to manage a classroom-based multimedia project, where to find multimedia production references suitable for students, and options for presenting and sharing students' multimedia projects. Chapter 4 describes how to evaluate student-created multimedia projects, how to give both group and individual grades for projects done in teams, and how to create a grading rubric for a multimedia project. Chapter 5 discusses the phases involved in creating multimedia projects, tasks that multimedia professionals do as they go through these phases, and how students go through the phases to create multimedia projects. Each chapter includes references and recommended readings. An appendix presents a timeline of the history of multimedia. (Includes a glossary and an index.) (AEF)

Technology, with highlights including: the benefits of educational technology, effective software design, and the role of the Federal Government. The statement of Cheryl Williams, President, International Society for Technology in Education (ISTE) is then given, followed by the statement of Thomas Gann, Director, Strategic Alliances for Global Education Research, Sun Microsystems, Incorporated, with highlights including: the need for networking, progress in e-learning, the Federal role, and recommendations. The last statement is given by Dr. David H. Rose, Ed.D., Co-Executive Director, CAST, with highlights including: assistive technologies and the present, the power of digital content for students with disabilities, and the universal design of learning technologies. A discussion follows. (AEF)

ED 464 616   IR 021 385

Denton, Jon J.; Smith, Ben L.; Davis, Trina J.; Strader, Roy Arlen; Clark, Francis E.
Technology Professional Development Enabled by an Electronic Management System.
PUB DATE- 02
NOTE- 18p.; "Funding for this program provided by U.S. Department of Education program 'Preparing Tomorrow's Teachers To Use Technology' Implementation Grant."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Uses in Education; *Educational Technology; *Faculty Development; Higher Education; *Information Management; *Information Systems; Preservice Teacher Education; Schools of Education; *Technology Integration; World Wide Web
IDENTIFIERS- *Technology Utilization; Texas A and M University

The need is clear for colleges of education to prepare student and teachers for a technological world. Most Texas institutions of higher education are struggling with integrating technology into courses and content areas an in offering online courses. This project was undertaken to address the need for increased faculty proficiency in technology while recognizing the challenge and the potential of the disparity between faculty and student in technology skills. The goals of the project were to facilitate faculty development through building capacity and providing technical support. Across the project, 633 technology fellows were placed with teacher education faculty (both campus and school-based faculty who work with teaching candidates). Anticipating the logistical challenges of tracking so many technology fellows at a time, an Electronic Management System (EMS) was developed during project start-up to support project management functions. The EMS is presently being used to archive 843 electronic learning objects and to support those faculty who have placed ten courses online. As additional project challenges evolved, such as assessing technology skill competence and offering professional development experiences to the technology fellows, underlying databases and programmed routines in the EMS were re-purposed to meet the need or resolve the challenge. (Author/MES)

ED 464 617   IR 021 386

Denton, Jon J.; Clark, Francis E.; Allen, Nancy J.
A Dilemma for Technology Professional Development in Colleges of Education: Building Capacity vs. Providing Tech Support.
PUB DATE- 02

DESCRIPTORS- Internet; *Librarians; Library Services; *Online Searching; Online Systems; Online Vendors; *Reference Services; Search Intermediaries; Search Strategies; User Needs (Information)
IDENTIFIERS- Quint (Barbara)

This book presents selected writings by Barbara Quint (BQ) on online searching. The selections are organized into the following chapters: (1) "The Art of Searching," including finding out what the patron wants, preparing for the search, knowing when the search is done, search styles, rules of online searching, cost issues, Quint's Laws, and medical searching; (2) "On Librarians," including what a librarian is, why people become librarians, librarians' salaries, lack of respect for the profession, professional ethics, why techies are no substitute for librarians when you want information, why searchers must educate database vendors, Quint's rules for negotiating with vendors, threats to the future of librarians, time to set new proprieties, and the future of libraries; (3) "The Internet"; (4) "Database Vendors," including bad database design, bad customer relations, listening trousers, bad marketing, and advice to vendors; (5) "Scholarly Publishing," including copyright and fair use, and user-hostile publishers; (6) "Random Musings," including censorship, democracy and citizens, danger to the information infrastructure, editing, trade publications, technology, Y2K, taking risks, truth, management, learning and memory, improving with age, books, movies, and California; (7) "Words To Live by"; (8) "BQ on BQ," including the early days, the love-hate relationship with computers, personal foibles, professional accomplishments, and philosophy of life. An interview with Quint and comments by her fans are also included. (Contains an index.) (MES)

ED 464 638 IR 058 444

Sacks, Risa
Super Searchers Go to the Source: The Interviewing and Hands-On Information Strategies of Top Primary Researchers--Online, on the Phone, and in Person. Super Searchers.
PUB DATE- 01
NOTE- 420p.; Series edited by Reva Basch.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Databases; *Information Services; Internet; Interviews; Mass Media; *Primary Sources; *Research Skills; *Research Tools; *Researchers; Search Intermediaries; Search Strategies
IDENTIFIERS- Competitive Intelligence; Experts; Private Investigators; Public Records; Web Sites

This book presents interviews with 12 of the best primary researchers in the business. These research professionals reveal their strategies for integrating online and offline resources, identifying experts, and getting past gatekeepers to obtain information that exists only in someone's head. Topics include how searchers use a combination of primary research tools and techniques, including interviews, public records, printed material, online databases, Internet sites, and direct observation. The interviews are organized into four sections as follows: (1) "Research Goes Primary," including "Small Firm, Primary Focus" (Marjorie Desgrosseilliers), "Large International Research Company" (Te Revesz), and "Renaissance Researcher, Corporate Setting" (Robin Yarmovsky); (2) "Learning the Skills," including "Teaching the Art and Skill of time and 76% part time; and (4) district funds totaled $734 million from all sources, and expenditures totaled $756 million. Discussion sessions addressed the issue of dual enrollment, including national perspectives on the issue, the benefits of dual enrollment, funding issues pertaining to the public perception of "double dipping," and remedies developed to address the issues. The Board adopted the following action statements for 2001-2002: to sponsor/advocate a statewide initiative to address the coming critical shortage of K-12 teachers; to sponsor/advocate a statewide initiative to address the coming critical shortage of healthcare professionals; to improve the efficiency of the rule-making process; and to review community college district budgets and to fix tuition and fees. (NB)

ED 464 658 JC 020 349

McClendon, Marie; McArdle, Michele
Comparing Alternative Algebraic Modalities for Remedial Students.
PUB DATE- 02
NOTE- 21p.; Paper presented at the Chair Academy Leadership Conference (Kansas City, MO, February 28-March 2, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; Community Colleges; Comparative Analysis; Compensatory Education; Developmental Studies Programs; Educationally Disadvantaged; *Experimental Teaching; *Mathematics Instruction; *Outcomes of Education; *Remedial Mathematics; Special Needs Students; State Aid; Transitional Programs; Two Year Colleges; Withdrawal (Education)
IDENTIFIERS- *Valencia Community College FL

This paper reports that the student population enrolled in remedial mathematics is rapidly increasing, while funding for these classes in Florida is declining. The Math Department at the Winter Park Campus (WPC) of Florida's Valencia Community College (VCC) has developed a curriculum that offers a variety of instructional formats to its remedial students. Since 1995, VCC has been transforming itself from a teaching-centered institution to a learning-centered one. The Math Department tested three learning modalities: traditional lecture, Academic Systems (an Internet-accessed software curriculum that provides students with combinations of lectures, practice programs, and self-administered assessment tests), and ALEKS (a non-linear, non-traditional Internet-based course). The traditional lecture class had the highest retention rate (60%), ALEKS the lowest (39%). However, there was not a significant difference in outcomes when students were placed in a learning modality that reflected their preferred learning style. According to a student survey, although 83% of remedial algebra students preferred lecture format, the authors argue that the 17% who preferred non-traditional methods need access to nontraditional learning methods. This report also provides demographic statistics regarding WPC's students: (1) with 1,500 credit students, WPC is the smallest of the four campuses in the VCC system; (2) WPC's student body is 69% Caucasian, 14% African American, and 12% Hispanic; (3) 65% of enrolled students are female, and over 75% of students are enrolled part time; and (4) the average student is 27 years old. Appended are course management suggestions and student survey results. (NB)

ED 464 659 JC 020 350

Hollander, Lisa, Ed.
Jefferson College--Internationalizing the Curriculum: Global Education.
PUB DATE- 02
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Programs; Community Colleges; *Curriculum Development; Curriculum Enrichment; Educational Innovation; *Experimental Curriculum; *Global Education; Instructional Innovation; *Multicultural Education; Two Year Colleges
IDENTIFIERS- *Jefferson College MO

This document presents the results of "Internationalizing the Curriculum," a project designed to enhance the global knowledge and experiences of students and faculty at Jefferson College (Missouri). Specifically, this project encouraged the infusion of international dimensions into selected courses from several disciplines. The methodology used was the curriculum module approach. Modules could be one week or one month long, or the unit could be broken into smaller parts spread out over a semester. Each instructor selected the length and subject of the module to specifically match course content. College faculty members from the academic side, the vocational-technical side, and the area technical school (high school) participated. Over 300 students have participated in the project since spring 2001. Overall, students gained a substantial amount of new knowledge about other cultures, people, and ideas. All the instructors reported significant levels of comparative cultural discussion and analytic debate among their students. This document includes summaries from each instructor of the 18 international modules. The summaries include a description of the modules, specific resources used, a discussion of the objectives and goals, at least two feedback/assessment forms, and conclusions regarding the efficacy of the modules for the students and instructor. (KP)

ED 464 679 JC 020 372

A Matter of Facts: The North Carolina Community College System Fact Book, 2002.
PUB DATE- 02
NOTE- 116p.; Published annually. For the 2001 Fact Book, see ED 455 896.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Basic Skills; *College Programs; *Community Colleges; Curriculum Development; Degrees (Academic); *Educational Assessment; Educational Finance; *Enrollment; Governance; Institutional Characteristics; Institutional Mission; School Personnel; *Student Characteristics; Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

This is the 2002 edition of North Carolina's annual Community College System Fact Book. It provides information on the status of the state's 58 community, technical and other public two-year colleges. The book discusses the system's history, governance, and funding; college program briefs; finance and college facilities; student data; and staff and faculty statistics. Report highlights include: (1) for 2001-2002, the tuition rate was $31 per credit hour and $496 maximum tuition statements. The guide includes the following information: Recommendations for good business practices in the annual financial statement opinion audit process--in particular, for procuring audit services; descriptions of each participant's responsibilities in the audit process; and a general description of the audit process. The guide suggests that community colleges use an audit committee, which is a liaison between the full board, management, and the internal and external auditors. The four critical elements of procurement practices for audit services are: (1) competition; (2) solicitation; (3) technical evaluation; and (4) written agreements. It is crucial to monitor the results of the audit as it progresses. The report also outlines the responsibilities of external auditors, as well as general audit standards, which include qualifications, independence, due professional care, and quality control. Ten steps in the annual financial statement opinion audit are identified, beginning with the plan for the procurement of audit services and concluding with resolution of the audit. (Contains 11 references for further guidance.) (NB)

ED 464 699 JC 020 403

Rendon, Marie Egbert
Pitfalls and Success of Distance Learning.
PUB DATE- 01
NOTE- 11p.; Paper presented at the National Institute for Staff and Organizational Development (NISOD) Conference (Austin, TX, May 27-30, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Community Colleges; Curriculum Development; *Distance Education; *Educational Assessment; *Educational Technology; Information Networks; *Online Courses; Program Effectiveness; Teaching Methods; Two Year Colleges

This report discusses the pitfalls and success of distance learning programs. The report covers instructional alternatives of telecourse, linked courses, computer-aided learning, correspondence courses, and audio/video instruction. Sixteen concerns for distance learning programs are identified; for example: (1) registration procedures for distance learning courses; (2) student isolation; (3) student procrastination; (4) students may not have necessary educational resources in or near their home; (5) mailed in work may get lost or delayed; (6) audio/video equipment problems; and (7) providing students effective and timely feedback. Distance learning instructors have to make sure that students have the right materials for the course, which is hard because students are not seen. Distance learning courses also have to secure computer lab hours on campus for students without necessary equipment at home. E-mails and phone calls are viewed solely as options to improve communication between students and teachers. Overall, distance learning programs provide a viable alternative to in-class instruction and skill development. They can help educate students with different learning styles; however, these programs also require extra work and time on the part of the instructor. (MKF)

ED 464 700 JC 020 429

NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Developed Nations; *Educational Needs; Foreign Countries; Health; *Health Education; Health Personnel; Illiteracy; *Information Dissemination; Literacy Education; Media Adaptation; *Medical Services; *Patients; Program Development; Readability; Reading Tests; Teaching Methods; Use Studies
IDENTIFIERS- *Canada

Studies in Canada have shown that between 16 percent and 38 percent of Canadians are illiterate or have low literacy skills and, therefore, have difficulties in accessing and using medical care and medical information. They have also found a contributory connection between low literacy and poor health and over-use or inappropriate use of health care facilities, especially hospital emergency rooms, in low-literate communities in Canada. Many approaches can be suggested to ameliorate this problem. Although eliminating illiteracy and low literacy is the ideal, an interim solution is needed. Suggestions for health care professionals include the following: (1) awareness of the problem; (2) development of materials at the appropriate reading level; (3) assessment of patients' reading levels through simple tests in order to determine ability to comprehend medical instructions; (4) dissemination of medical literature written at low levels to all patients; (5) keep information dissemination simple and slow and put information in context of what patients already know; and (6) cooperate with literacy providers to develop health literacy programs. Appended are: techniques to improve patient information brochures for patients; 10 tips for better communication; and techniques that improve oral communication with patients. (Contains 19 references.) (KC)

ED 464 209 CE 082 973

Chisman, Forrest P.
Adult Literacy & the American Dream.
PUB DATE- 02
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; American Dream; Blacks; *Economic Development; Educational Benefits; *Educational History; Educational Needs; *Educational Policy; Educational Trends; *Educationally Disadvantaged; Futures (of Society); *Literacy Education; Motivation; Policy Formation
IDENTIFIERS- United States

The national literacy movement in the United States can be traced to attempts to educate black former slaves after the Civil War. Prior to that time, most blacks received little education because whites saw no economic need to educate those who served them in menial jobs. The fact that most slaves were denied education provided the impetus for the first national literacy movement. Socially conscious white people went to the South in a volunteer effort to educate former slaves. They established hundreds of schools, sometimes with financial aid from the federal government. In addition, the freedmen themselves created schools and promoted learning. This literacy initiative was very successful, creating graduates who went on to college and became middle-class citizens. The first literacy movement

Work

A study examined the performance of the High Schools That Work (HSTW) initiative in 1996 and 1998, based on data from the HSTW Assessments. Analyses found support for the hypothesis that HSTW is the cause of school improvement, although other non-measured factors may also influence these schools, and showed that between 1996-98 HSTW schools significantly increased percentages of students in their senior classes who met the HSTW achievement goals in mathematics, science, and reading and who completed the HSTW-recommended program of study. Evidence indicated many HSTW practices were being implemented and supported the hypothesis that meeting the HSTW curricular standards is related to meeting the achievement goals. Increases in the use of best instructional practices, in vocational teachers' emphasizing using academic skills for vocational assignments, in the amount of time students spend on homework, and in the percentages of students who receive help from the school in developing a four-year educational plan were related to an increase in percentage of students' meeting achievement goals. Analyses showed schools that had an increase in percentage of students who took a mathematics or science course in senior year had an increase in percentage of students completing the HSTW curriculum in those academic areas. Teacher indicators are appended. (Contains 10 figures and 13 tables.) (YLB)

ED 464 228   CE 083 170

Phan, Oanh; Saunders, Stephen
The Benefits of Modular Study in Vocational Education and Training.
PUB DATE- 02
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Case Studies; Developed Nations; Employment Patterns; *Enrollment Influences; Foreign Countries; *Job Training; *Learning Modules; Learning Motivation; *Minicourses; Outcomes of Education; Postsecondary Education; Sex Differences; Student Educational Objectives; *Student Motivation; Unemployment; *Vocational Education
IDENTIFIERS- *Australia

A study investigated industry and employment characteristics and outcomes of module enrollees and completers in vocational education and training (VET) in Australia. VET enrollment data showed module students were older than course enrollment students, more likely to be female, and to have completed Year 12. While VET module students and full-course students were both driven mainly by vocational motives, expectations in the latter group were more about extra skills for the present job rather than a new job. One module subgroup enrolled in primarily technological or skill upgrading areas; another targeted basic skills. Female students were more likely to discontinue module training for personal or training-related motives; males for employment-related motives. In student outcomes surveys, over 70 percent of module-only students were in employment 6 months after course completion, only slightly less than full-course graduates. Module case studies were based on 38 students, mostly employed, undertaking trade and business-related modules at five technical and further education institutes. Findings indicated most employed students were studying to sharpen their skills and knowledge for existing jobs; unemployed students chose modules to update skills to re-

Preparation To Meet the Needs of Older People and Their Carers: The Advancing Gerontological Education in Nursing (The AGEIN) Project. Research Highlights.
PUB DATE- 02
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aging (Individuals); Career Choice; Developed Nations; Disadvantaged Environment; *Educational Gerontology; Educational Research; Foreign Countries; Geriatrics; Higher Education; Longitudinal Studies; Medical Services; Nurses; *Nursing Education; *Nursing Students; *Older Adults; *Outcomes of Education; Postsecondary Education; *Student Attitudes
IDENTIFIERS- *Nurse Patient Relationship; United Kingdom

A 3 and a half year project explored the effectiveness of education in preparing nurses in the United Kingdom to meet the needs of older people and their carers within a multidisciplinary, multi-agency context. It was comprised of comprehensive reviews of the relevant literature; an empirical study involving 781 student nurses and 855 qualified practitioners; case study methods for 4 sites in England; and data collection involving face-to-face and telephone interviews, focus groups, workshops, observations, and documentary analysis. Findings provided important insights into nurses' perceptions of work with older people and of their knowledge and understanding of the situation of older people today. The study indicated nurses had only limited knowledge of the demographic situation of older people. However, there was no evidence of negative attitudes towards older people but rather an awareness, among student nurses in particular, of the "impoverished environment" in which older people received care. Exposure to such impoverished environments often made work with older people an unattractive career option for students. In creating a positive learning experience for students and providing high quality care for older people, the best placements ensured students were able to have a sense of security, belonging, continuity, purpose, achievement, and significance. The implication was that, if the care older people receive is to improve, then there is a need to develop and sustain a "relationship-centered" approach to care. (Author/YLB)

ED 464 246 CE 083 206

Evaluation of the Effectiveness of Educational Preparation for Critical Care Nursing. Research Highlights.
PUB DATE- 02
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Clinical Experience; Competence; Curriculum Evaluation; Developed Nations; *Educational Cooperation; Educational Environment; Educational Research; Employer Attitudes; Foreign Countries; Higher Education; *Instructional Effectiveness; *Job Skills; Nurses; Nursing; *Nursing Education; Nursing Students; Outcomes of Education; Postsecondary Education; Program Evaluation; Student Attitudes; Teacher Attitudes; Theory Practice Relationship
IDENTIFIERS- *Intensive Care Nursing; *United Kingdom

Curriculum analysis of the English National Board for Nursing, development (HRD). Dewey viewed education as a process of growing in meaning. He stated, "all genuine education comes about through experience." Another essential concept in Dewey's philosophy is communication, which Dewey considered a social process of seeking, finding, and having a common purpose. According to Dewey's philosophy, experience, communication, and education constitute a triad in a democratic environment and serve to guarantee a culture's continuity. Dewey's triad of experience, communication, and education can become a powerful tool in designing and implementing processes of HRD programs. By viewing training programs through the lenses of this triad, HRD professionals can transform them into educative programs. By addressing training objectives through educative processes rather than through isolated training activities, an organization can attempt to shape employees' values and behaviors in accord with its own values and mission. HRD specialists should consider the following elements of Dewey's democratic ideal: (1) the existence of genuine shared purposes within the members of the organization; (2) freedom to communicate with other groups; and (3) authentic educative experiences that will enhance personal and social growth. (MN)

ED 464 263 CE 083 233

A Competency-Based Framework for Professional Development of Certified Health Education Specialists.
PUB DATE- 96
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Educators; Behavioral Objectives; *Certification; Colleges; Communication Skills; Community Programs; Competence; *Competency Based Education; Coordination; Definitions; Educational History; Educational Needs; Educational Planning; Employment Qualifications; Glossaries; Guidelines; *Health Education; Higher Education; Information Dissemination; Job Skills; National Standards; Needs Assessment; *Professional Development; Program Development; Program Evaluation; Program Implementation; Public Health; *Teacher Education; Teacher Improvement; Universities
IDENTIFIERS- Certified Health Education Specialists

This document presents a competency-based framework for professional development of certified health education specialists (CHES). Section 1 outlines a process that colleges and universities can use to analyze their curricula for coverage of the health education competencies expected of CHES. The framework's development is traced, and guidelines for its application are provided. Section 2 consists of seven subsections detailing the competencies required by CHES to carry out the following professional responsibilities: (1) assessing individual and community needs for health education; (2) planning effective health education programs; (3) implementing health education programs; (4) evaluating the effectiveness of health education programs; (5) coordinating provision of health education services; (6) acting as a resource person in health education; and (7) communicating health and health education needs, concerns, and resources. Each subsection contains the following items: (1) a discussion of the CHES' role in executing the specific responsibility in community, medical care, school, or workplace settings; (2)

This chapter briefly speculates on future university trends and values, followed by an examination of four areas that will shape college and university counseling. These four areas are: going with the force; discarding post-industrial counseling organization; counselors as teachers; and student development as a discipline. It is noted that each of these trends offers a unique brand of excitement and a challenge to be faced in the field of college counseling. (GCP)

ED 464 285 CG 031 705

Rowell, Lonnie L.
Preparing Students for the Globalized Society of the Twenty-First Century: A Comparative Perspective on the Ideological Roots of Guidance.
PUB DATE- 02
NOTE- 43p.; In: Building Stronger School Counseling Programs: Bringing Futuristic Approaches into the Present; see CG 031 688.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Counselor Role; *Economic Factors; *Educational Change; Elementary Secondary Education; Futures (of Society); *Political Influences; *School Counseling; *Social Influences
IDENTIFIERS- Professionalization

This chapter discusses how the future of school counseling is bound to political processes interwoven with the contemporary education reform movement and with the social and economic conditions of the emerging global economy. Specifically, 20 years from now, school counseling and guidance will reflect the dynamics at work within three distinct yet overlapping domains: the contemporary school reform movement, the professionalization of school counseling, and the relationship between counseling and the critical, social, and economic issues of the twenty-first century. The chapter offers a brief analysis of the future of school counseling through the dual lens of institutional theory and progressive social commentary. (Contains 73 references.) (GCP)

ED 464 286 CG 031 706

Mitchell, Lynda K.; Hardy, Philippe L.
The Impact on Future Guidance Programs of Current Developments in Computer Science, Telecommunications, and Biotechnology.
PUB DATE- 02
NOTE- 16p.; In: Building Stronger School Counseling Programs: Bringing Futuristic Approaches into the Present; see CG 031 688.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Biotechnology; Computer Science; *Delivery Systems; Elementary Secondary Education; *Futures (of Society); *Guidance Programs; Pupil Personnel Services; *School Counseling; *Technological Advancement; Telecommunications

The purpose of this chapter is to envision how the era of technological revolution will affect the guidance, counseling, and student support programs of the future. Advances in computer science, telecommunications, and biotechnology are discussed. These advances have the potential to affect dramatically the services of guidance programs of the future on two fronts: the mechanisms through which the services of guidance programs will be offered, and how guidance programs

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adjustment (to Environment); *Affective Behavior; *Behavior Modification; Counseling Techniques; Depression (Psychology); Drug Therapy; Elementary Secondary Education; *Emotional Problems; *Intervention; Mental Health; Moods; *Resource Materials; Suicide; Youth
IDENTIFIERS- Manic Depression

This introductory packet provides an introduction to affect and mood problems, framing the discussion within the classification scheme developed by the American Pediatric Association. Included is information on the symptoms and severity of a variety of affect and mood problems, as well as information on interventions ranging from environmental accommodations to behavior management to medication. The packet is divided into six sections. Section 1 highlights the classification of affect and mood problems. Sections 2 and 3 provide a discussion of the broad continuum of anxiety problems and a quick overview of some basic resources. Section 4 presents interventions for affect and mood problems, including accommodations to reduce problems, behavior management, and medication. Section 5 presents additional resource aids on depression, bipolar disorder, and suicide. Section 6 contains a discussion on keeping affect and mood problems in broad perspective. The packet concludes with a brief list for further reading, as well as a list of agencies that can provide additional information. (GCP)

ED 464 307 CG 031 740

Social and Interpersonal Problems Related to School Aged Youth. An Introductory Packet.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 99
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Modification; Counseling Techniques; Elementary Secondary Education; *Interpersonal Relationship; *Intervention; Mental Health; *Resource Materials; Social Adjustment; *Social Problems; *Student Behavior; Youth

This introductory packet provides an introduction to recent efforts to synthesize fundamental social and interpersonal areas of competence and problem functioning, while framing the discussion within the classification scheme developed by the American Pediatric Association. The range of interventions discussed is consistent with that framework, emphasizing the importance of accommodations as well as strategies to change the individual. The packet is divided into six sections. Section 1 highlights the classification of social and interpersonal problems. Sections 2 and 3 provide a discussion of the broad continuum of social and interpersonal problems and a quick overview of some basic resources. Section 4 presents interventions for social and interpersonal problems, including accommodations to reduce problems, behavior management, and empirically supported treatments. Section 5 presents additional

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Discourse; Classroom Communication; *Course Objectives; *Discourse Communities; *Females; Higher Education; *Journal Writing; Self Expression; *Writing Instruction
IDENTIFIERS- Course Development; Feminist Pedagogy; *Healing Effect; September 11th Attacks; Writing Contexts; *Writing Functions

One intention that an instructor had for her new course called "Writing and Healing: Women's Journal Writing" was to make apparent the power of self-written text to transform the writer. She asked her students--women studying women writing their lives and women writing their own lives--to write three pages a day and to focus on change. The instructor participated in the daily writing because she wanted, in particular, to heal her own writing, intending to remove as many neurotic obstacles as she possibly could from the doing of her own writing. After reading Anne Frank, the class would move on to Virginia Woolf, and to Audre Lorde's Cancer Journals, with the intention of beginning a discussion on the history of journal writing and its theorists to eventually include a collection of essays on writing and healing. But, after September 11, 2001, even academia's ivory tower trembled. The fear in the classroom caused by the terrorist attacks had to be addressed because fear had suddenly become part of the syllabus: "fear across the curriculum." The classroom narrative underwent changes in understanding and in endurance, as had their journal writing. Some of those who had stopped writing in their healing journals began to write for the silenced women of Afghanistan and the absence of the Twin Towers. Students responded to other students in their writing, they remembered the writing issues of each student, and they mentioned what they had gleaned from the readings. Women's journal writing pedagogy provides the context that recognizes the community that continues past the classroom. (NKA)

ED 464 329   CS 510 867

Gottschalk, Katherine K.
Writing across the Curriculum and into Social Critique?
PUB DATE- 02
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Objectives; Higher Education; Seminars; Social Change; Student Needs; *Writing Across the Curriculum
IDENTIFIERS- Cornell University NY; *Teaching Perspectives; Transcendence

The theme of social justice and social change in rhetoric and composition in this year's Conference on College Composition and Communication presents a perfect opportunity to take up the matter of extra obligations imposed on writing classes. The extra obligations the composition community urges its teachers to take up are, of course, usually excellent, and in fact many composition classes achieve these goals. But what David Jolliffe calls "transcendent" goals may be just as well received when they are a by-product, not the direct object of study. This paper argues that writing classes should, rather, college or training. This report is the final product of the "AmeriCorps Tutoring Outcomes Study" of the AmeriCorps State/National Literacy Programs. The report presents the study's findings about the effects of AmeriCorps tutoring programs on children's reading achievement. The study collected information about: reading performance; classroom behavior; tutor experiences; and program characteristics. A pretest took place in fall 1999/winter 2000; the posttest occurred in spring 2000. Field staff collected information from 869 first, second, and third grade students who received tutoring from a representative sample of 68 AmeriCorps programs operating in schools and after-school programs. On standardized reading tests, students tutored by AmeriCorps members improved their reading performance from pretest to posttest more than the gain expected for the typical child at their grade level. Gains were statistically significant and large enough to indicate meaningful improvements in reading performance. Four effective practices were related to student gains: tutors met with students at least three times weekly; programs conducted formal evaluations; tutors were trained both prior to and during the tutoring program; and programs were moderately or fully implemented. (Includes 18 notes and extensive exhibits. Appendixes contain: Sample Selection and Weighting Procedures; Study Measures; and Analytic Procedures and Results of Effective Practices and Student Gains.) (NKA)

ED 464 349 CS 510 957

Supporting Academic Growth for Educators: English Language Arts.
PUB DATE- 02
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Developmentally Appropriate Practices; Elementary Secondary Education; *English Curriculum; *Language Arts; *Public Schools; *State Standards; Student Educational Objectives
IDENTIFIERS- *Core Knowledge; Graduation Exit Exam for the 21st Century LA; Louisiana; Louisiana Educational Assessment Prog 21st Century

Developed through the collaborative efforts of cohorts of English Language Arts (ELA) educators from across Louisiana, this publication is based on core concepts identified in regional, consortia, and/or district-level ELA curricular documents submitted to the Department of Education. The publication includes key components of the Teacher's Guide to Statewide Assessment and the Louisiana Literacy Profile. It was designed to clarify the Louisiana English Language Arts Content Standards. The publication is a synthesis of the developmentally appropriate, core concepts that "spiral across grade levels" from kindergarten through 12th grade. Adhering to the philosophy that English Language Arts is an integrated discipline, the publication extends/repeats the following core concepts across standards and across grade levels: reading process; literary comprehension; critical thinking skills; information literacy; writing process; conventions of language; and speaking and listening. The English Language Arts Content Standards are grouped according to the way they are assessed on LEAP 21 and GEE 21, and areas of concentration for each grade level appear in larger, bold text--these signify specific focus

Decodable Texts" (how to recognize, secure, and use decodable texts; how to teach blending; how to provide systematic, explicit phonics instruction; how to facilitate the decoding of multisyllabic words; how to integrate phonics instruction in the context of an integrated reading lesson format; how to respond to oral reading errors in ways that are appropriate to the nature of the error, the purpose of that particular lesson, and the needs of the learner at the moment; and how to develop fluency in reading through use of decodable texts, extensive amounts of reading, multiple re-reading of printed material, and reading at independent and instructional levels); and (3) "Teaching Spelling" (how to teach spelling in ways that enhance decoding, strengthen visual imagery, and give appropriate emphasis to spelling rules and patterns). Appendixes contain English phonemes and example words; a glossary of terms; a list of phonemic awareness resources and decodable text resources; and a blank form for timed reading. (RS)

ED 464 368 CS 511 128

Phonemic Awareness and Phonics Instruction: Grades K-1. Alabama Reading Initiative.
PUB DATE- 01
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Decoding (Reading); Grade 1; Inservice Teacher Education; Kindergarten; *Phonics; Primary Education; Professional Development; Reading Achievement; *Reading Instruction; Reading Materials; *Spelling Instruction; *Student Evaluation; Teaching Methods
IDENTIFIERS- Alabama Reading Initiative; Phonemic Awareness; *Phonological Awareness

This inservice professional development module, part of the Alabama Reading Initiative, presents research summaries, notes for presenters, and activities. The Phonemic Awareness and Phonics module clarifies that skilled readers are accurate and automatic decoders (i.e., they have the alphabetic principle). Phonics instruction must empower all learners to be both accurate and automatic. Accurate and automatic decoders are then able to become fluent readers whose minds are "free" to concentrate on building meaning. Any student who is not an accurate and automatic decoder and/or who does not spell well can benefit from phonics instruction. Sections of the module, and associated objectives, are: (1) "Phonological Awareness and Phonemic Awareness" (know how to develop phonological awareness in their students using instructional activities that are progressive and engaging; know how to recognize, count, segment, blend, and manipulate the phonemes of any English words; and know how to teach phonemic awareness to their students); (2) "Assessment of Phonemic Awareness and Decoding Skill" (know how to assess phonemic awareness and decoding skill and to use this information to guide instruction); (3) "Phonics Instruction and Decodable Texts" (how to provide systematic, explicit phonics instruction; how to teach blending; how to develop fluency in reading through use of decodable texts, extensive amounts of reading, multiple re-reading of printed material, and reading at independent and instructional levels; how to respond to oral reading errors in ways that are appropriate to the nature of the error, the purpose of that particular lesson, and the needs of the learner at the moment; how to recognize, secure, and use decodable that was conducted on five after-school programs in northeastern Kansas. Its purpose was to present a context and a composite picture of the after-school program, to establish baseline data against which the programs can be evaluated over the course of the 3-year project, to identify best practices and characteristics of quality after-school programs in the region, to facilitate a continuous monitoring of the program and suggest areas where improvements might be made to enhance program quality, and to determine the impact the program had on participants and to what degree program objectives had been realized. (Contains 16 references and 22 endnotes.) (DFR)

ED 464 386 EA 031 590

Portin, Bradley S.
Explorations in Principal Leadership across an Array of School Types.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Cincinnati, OH, November 2-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Administrator Role; Competency Based Education; Educational Change; Elementary Secondary Education; *Leadership Training; *Policy Formation; *Principals; Public Schools; School Administration; School Supervision

The centrality of school leadership as a necessary element for school success is a well-determined part of the educational leadership research canon. Although school leadership is broad-based and includes many factors, the central role the principal plays is most often seen as a pivot around which much of a school's progress depends. However, it is apparent, particularly from the self-reports of practicing principals, that the work of school principals is becoming more difficult and complex. As expectations rise for schools to increase academic success, there are growing shortages of qualified applicants for some school principal positions, particularly in some urban locations and at the secondary level. The findings in this study are part of a larger project funded by the DeWitt Wallace-Reader's Digest Funds "Leaders Count" education initiative. This initiative looks at the central question: "Can we attract, train and keep enough future leaders of quality and vision to realize the unmet goal of educational excellence for all children?" The project reported here falls under the umbrella of five projects to examine both the principalship and the superintendency from policy and practice frameworks. This is a work-in-progress and is the 2nd year of a 3-year effort. (Contains 14 references.) (DFR)

ED 464 387 EA 031 592

Wilson, Thomas A.
Visiting Accreditation: Strengthening the Regional Accreditation Process.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 146p.; A Report to the Commission on Public Secondary Schools.
LANGUAGE- English

Malaysia's agenda in the late 1990s involved making the transition from an industrial economy to a knowledge-based economy. Thus, the more traditional purpose of education, that is, to produce an educated person, needs to be reevaluated. If the nation's Vision 2020 is to become a reality, the educational program needs to make a fundamental shift toward creating a more technologically literate and thinking workforce. The education culture must be transformed from one that is memory-based to one that produces an informed, thinking, creative, and caring generation. This paper discusses some of the reforms in the 1990s that Malaysia has undertaken to improve the quality of education. Among the reforms described are the new primary and secondary curricula. Focusing mainly on secondary education, the setting up of different types of schools, changes in assessment methods, and exemplary projects undertaken by the Ministry of Education are highlighted. A brief overview of the expansion and privatization of higher education is also presented. (RT)

ED 464 407 EA 031 643

Thornburg, David
The New Basics: Education and the Future of Work in the Telematic Age.
PUB DATE- 02
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; Educational Technology; *Educational Trends; Elementary Secondary Education; Global Education; Information Technology; Internet; *Relevance (Education); Skill Development; Standards; World Wide Web

The increasing globalization of work, coupled with rapid advancement in communications technology, is making age-old teaching methods irrelevant. To thrive in the plugged-in future workplace, students today need to learn a whole new set of fundamental skills. This book starts by presenting the author's assumptions and biases with regard to economic cycles and evolution, and standards. It explores the foundations of the future economy, the notion of the telematic age driven by information technology, the characteristics needed to succeed in this emerging world, and the changes needed to be made in education to ensure that all students leave school prepared to face the challenges of a world undergoing continual redefinition. It provides an in-depth discussion of the skills necessary for professional success in the coming years, along with strategies on how best to teach them in the classroom. (Contains 26 references.) (RT)

ED 464 408 EA 031 644

Bacall, Aaron
The Lighter Side of Educational Leadership.
PUB DATE- 02
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Cartoons; Comedy; Elementary Secondary Education; *Humor; *Illustrations

Educators often take themselves a bit too seriously. To remedy the situation, the author, who is a veteran educator and education responsibilities; and (3) during the initial start-up (one to three years) charter schools should affiliate with a special education infrastructure. Extensive appendices include details on the study's methodology and executive summaries for each of the state case studies. (Contains 15 references.) (DB)

ED 464 428 EC 308 929

Yelich, Glenn A.
An Assessment Protocol for the Evaluation of Attention Deficit Hyperactivity Disorder in the School Setting.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attention Deficit Disorders; *Educational Diagnosis; Elementary Secondary Education; *Evaluation Methods; *Hyperactivity; Intervention; School Districts; Standards; *Student Evaluation

This paper first offers a rationale for the construction of a protocol for school-based assessment of attention deficit hyperactivity disorder (ADHD) and then presents a proposed diagnostic procedure. Guidelines were developed in the context of the definitional language regarding ADHD from the Diagnostic and Statistical Manual of Mental Disorders Fourth Edition as well as recommendations regarding the evaluation of ADHD made by the American Academy of Pediatrics, the American Academy of Child and Adolescent Psychiatry, and the National Institutes of Health. To effect a more comprehensive and systemic process, the proposed process is both "multi-source" and "multi-modal." The six components of the assessment process are: (1) a thorough review of the child's school records; (2) a complete developmental questionnaire and social-history form completed by the parent; (3) a review of medical records, a general measure of cognition, and an interview with the child; (4) a series of four behavioral observations of the child in various settings; (5) completion of the Attention Deficit Disorders Evaluation Scale; and (6) and completion of the "Components of ADHD Assessment Summary Sheet." Data on application of the protocol in the Bethlehem (New York) Central School District are summarized and implementation guidelines are offered. (Contains 18 references.) (DB)

ED 464 429 EC 308 930

Beckett, Carol; Nevin, Ann; Comella, Serena; Kane, Nancy; Romero, Priscilla; Bergquist, Glenn
Meeting the Special Needs of Dual Language Learners with Disabilities: Integrating Data Based Instruction and the Standards for Teaching English for Speakers of Other Languages.
PUB DATE- 02
NOTE- 23p.; Paper presented at the Annual Meeting of the Council for Exceptional Children/Arizona Federation (Phoenix, AZ, February 8-9, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Bilingual Education; Case Studies; Diagnostic Teaching; *Disabilities; Elementary Secondary Education; *English (Second Language); Individualized Instruction; *Intervention; *Limited English Speaking; Remedial

work of Ellen Donovan.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; Developmental Stages; *Disabilities; *Educational Planning; Home Schooling; Inclusive Schools; Kindergarten; *Parent School Relationship; Parent Teacher Conferences; Parent Teacher Cooperation; Portfolios (Background Materials); Preschool Education; Preschool Teachers; *School Readiness; Student Educational Objectives; *Student Placement; Teacher Role; *Transitional Programs; Young Children

This booklet is designed to offer preschool staff who are working with children with special needs a process for supporting children and families through the transition to kindergarten. It begins by discussing the teachers role as a partner to parents of children with disabilities. A timeline is then presented for planning a child's transition to kindergarten. Goals and student educational objectives are listed for September to December, January to February, and March to June. Tips are provided for writing a teacher report for the Committee on Special Education, as well as for providing a transition portfolio for the kindergarten teacher. Activities are also listed for helping children to be emotionally ready to transition to kindergarten. The booklet then discusses home school placement and placement in inclusive schools. A reading list on transition is provided, along with transition books for students. Appendices include a Kindergarten Survival Skills Checklist, an observation checklist to help parents and educators organize information and impressions of a programs suitability for a particular child, a list of questions for parents to consider to assess a student's program needs, and a transition to kindergarten timeline for planning for preschool staff, parents, and school staff. (CR)

ED 464 448 EC 308 960

Walker, Pam
Community for All Is Possible: Promoting Home and Community Life at Community Vision, Inc.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 20p.; Supported by the National Resource Center on Supported Living and Choice.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Community Involvement; *Community Programs; *Empowerment; *Independent Living; Multiple Disabilities; Program Design; Program Evaluation; Residential Care; Residential Institutions; *Self Determination; *Severe Disabilities; Social Integration; Supported Employment; Teamwork
IDENTIFIERS- *Oregon

This report on Community Vision, Inc. is part of a series documenting innovative supports for community living for adults with severe disabilities. Community Vision was created as an alternative to facility-based services in Oregon that would intentionally focus on providing inclusive community living for those with the most severe disabilities who were still in institutions, nursing homes, and other facilities. The agency of SED through multiple cost and expenditure-oriented strategies, including decreasing the amount reimbursed for targeted case management and limiting services provided. (CR)

ED 464 467 EC 308 981

Gabbard, Glenn
Building Networks of Leaders through the Internet.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 8p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Children; *Disabilities; Discussion Groups; *Information Dissemination; *Internet; Leadership; Organizations (Groups); *Parent Empowerment; *Parent Participation; *Social Networks

This bulletin brings together the concepts of parent networking and the Internet. The document highlights key free or low cost features of the Internet which have proven to be useful tools in linking together networks of parents. It addresses the following six questions: (1) What if I don't have a computer? (2) How can I get Web access? (3) How do I get a free e-mail address? (4) How can I learn to surf? (5) What are search engines all about? and (6) How can I use the Internet to support parent leadership activities? A beginner's guide to Web resources for parents of young children with disabilities is also included. (SG)

ED 464 468 EC 308 983

Holden, E. Wayne; Osher, Trina W.; Santiago, Rolando L.; Hernandez, Mario; Brannan, Ana Maria
Symposium Overview: Preliminary Report on the Longitudinal Comparison Study of the National Evaluation of the Comprehensive Community Mental Health Services for Children and Their Families Program.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 5p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (13th, Tampa, FL, March 5-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Community Programs; Delivery Systems; *Emotional Disturbances; Evaluation Methods; Family Programs; Federal Aid; Financial Policy; Longitudinal Studies; *Mental Health Programs; Program Evaluation; Research Reports; Services
IDENTIFIERS- *Community Mental Health Services

This brief paper summarizes three papers and a response presented at a symposium examining longitudinal comparison studies of federally funded community mental health services (CMHS) for children and their families. Emphasis was on comparing the system of care approach to a more traditional approach. The symposium provided an update on the status of the studies by: (1) addressing the policy implications of these studies; (2) providing an update on outcomes study data collected; (3) reporting on data collected on families' services experiences; and (4) comparing service system development between CMHS-

(3) "Cultural and Linguistic Diversity in the Classroom"; (4) "Alternatives to Mainstreaming"; (5) "The Integrated Development of Oral and Written Language"; (6) "Instructional Strategies for LEP/ELL Students' Oral and Written English"; (7) "Integrating Language and Social Studies Learning"; (8) "Integrating Language and Science Learning"; (9) "Integrating Language and Mathematics Learning"; and (10) "The Role of Teachers in the Development of Linguistic, Cognitive and Academic Skills of LEP/ELL Students." (Contains approximately 269 references.) (SM)

ED 464 489 FL 027 249

Chen, Dar-Wu
The Connections between L1 and L2 Writing Performances--From the Perspective of Writing Expertise.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Chinese; College Graduates; *English (Second Language); Foreign Countries; Grammar; Higher Education; *Language Proficiency; *Transfer of Training; *Writing Skills
IDENTIFIERS- Taiwan

This study investigated whether Chinese students' writing expertise would be closely related to their English writing expertise. Participants were six male and five female Chinese college graduates. All participants were asked to write two types of papers (descriptive and persuasive) in both languages. The first paper involved describing their personal experiences in learning how to write in English. The second was a letter clarifying a potential employer's questions and concerns about their English proficiency. The compositions were graded by two experienced university teachers. Data analysis indicated that there was a strong correlation between participants' first and second language writing expertise. Ideas the participants presented in Chinese assignments strongly related to their English writings. There was a correlation between overall performance when writing in Chinese and English grammar. When writing in English, participants' writing expertise in Chinese had a clear impact. When writing in Chinese, content was dominant, while when writing in English, grammar was dominant. Writing letters forced participants to be more focused. Implications for teachers of English as a Foreign Language are discussed. (Contains 27 references.) (SM)

ED 464 490 FL 027 250

Westendorf, David; Karr-Kidwell, PJ
Serving English as a Second Language Communities: A Literary Review and an In-Service Plan To Assist Administrators.
PUB DATE- 02
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrators; Elementary Education; *English (Second Language); Guidelines; Inservice Education; *Limited English Speaking; *Management Development; Parent Participation; School Community Relationship

Policy" (Timothy Reagan); and (7) "Language Attitudes" (Sarah Burns, Patrick Matthews, and Evelyn Nolan-Conroy). (Contains 620 references, 14 figures, and 9 tables.) (SM)

ED 464 510 FL 027 273

Wiersema, Nico
How Does Collaborative Learning Actually Work in a (Mexican) Classroom and How Do Students React to It? A Brief Reflection.
PUB DATE- 02
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; *Cooperative Learning; English (Second Language); Evaluation Methods; Foreign Countries; Higher Education; Peer Evaluation; Student Participation; Teacher Role
IDENTIFIERS- *Mexico

This paper expands on one educator's experiences teaching advanced English at a Mexican private college, focusing on the productive use of collaborative learning (CL). CL is a philosophy of teaching that involves working, building, learning, changing, and improving together. A key element of CL is positive interdependence, with students believing that they are linked with others in a way that ensures that they all succeed together. The teacher's role is to guide the students, clearly explaining the objectives of CL and the use of roles and positive interdependence within CL groups. Teachers act as guides in the CL group, rather than authoritarians. Evaluation of CL should include both group/peer evaluation and in-class peer evaluation. Steps to follow when evaluating the CL process include handing in a collaboratively written team report (that provides a grade for the team and a justification for that grade) and handing in individual team member reports (that provide a grade for each member and justifications for those grades). Justification for grades in co-evaluation is important, and it is essential that students are unbiased in their judgments and base their grading on the quality of the presentations, not the individuals giving the presentations. (SM)

ED 464 511 FL 027 274

Zoreda, Margaret Lee
Teaching Short Science Fiction Stories in English as a Foreign Language in Mexico.
PUB DATE- 02
NOTE- 16p.; Paper presented at the Annual Meeting of the Popular Culture Association and American Culture Association (Toronto, Ontario, Canada, March 13-16, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Courses; Cultural Awareness; *English (Second Language); Foreign Countries; Higher Education; Language Skills; Literature; *Science Fiction; *Short Stories; Teaching Methods
IDENTIFIERS- Mexico

This paper describes an advanced English course at a Mexican or Will It Be done to Us? (Deborah L. Floyd). Part 3, More Perspectives on Curricular Coherence and Student Transfer, contains: (9) What Do We Know about Transfer? An Overview (James C. Palmer); (10) Accrediting for Curricular Coherence (Carolyn Prager); and (11) Lessons from Adult Learning (William H. Maehl). Each paper contains references. (SLD)

ED 464 531 HE 034 806

Graham, Patricia Albjerg, Ed.; Stacey, Nevzer G., Ed.
The Knowledge Economy and Postsecondary Education: Report of a Workshop (Washington, DC, May 14-15, 2001).
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 02
NOTE- 209p.; Workshop organized by the Committee on the Impact of the Changing Economy on the Education System.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Economic Factors; *Educational Change; Futures (of Society); *Higher Education
IDENTIFIERS- *Knowledge; Knowledge Explosion

The Committee on the Impact of the Changing Economy on the Education System of the Center for Education, National Research Council, held a workshop to discuss changes in postsecondary education practices in response to economic factors. The report results from the Committees deliberations, the discussions at the workshop, and the papers prepared for the workshop. Part 1 of this document, the Workshop Report, identifies the central questions that emerged from the workshop discussion. Part 2 presents the following conference papers: (1) Demographic and Attainment Trends in Postsecondary Education (Lisa Hudson); (2) Community Colleges in the 21st Century: Challenges and Opportunities (Thomas Bailey); (3) The Impact of the Changing Economy on Four-Year Institutions of Higher Education: The Importance of the Internet (Carol A. Twigg); (4) Higher Education, the Emerging Market, and the Public Good (Brian Pusser); (5) A Role for the Internet in American Education? Lessons from Cisco Networking Academies (Richard Murnane, Nancy Sharkey, and Frank Levy); and (6) Creating High Quality Learning Environments: Guidelines from Research on How People Learn (John Bransford, Nancy Vye, and Helen Bateman). One appendix contains the workshop agenda, and the other lists workshop participants. Each paper contains references. (Contains 19 tables and 14 figures.) (SLD)

ED 464 532 HE 034 840

King, C. Richard; Springwood, Charles Fruehling
Beyond the Cheers: Race as Spectacle in College Sport. SUNY Series on Sport, Culture, and Social Relations.
PUB DATE- 01
NOTE- 214p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Athletes; *College Athletics; Ethnography; Higher Education; *Minority Groups; *Racial Attitudes; Racial Differences
IDENTIFIERS- *Exploitation

This book offers an ethnography, history, and social critique of racial spectacles in college sports, arguing that collegiate athletics are created as a spectacle driven by contradictory

Faculty Matrix. Research and Planning Report.
PUB DATE- 00
NOTE- 50p.; For the 1997 faculty matrix analysis, see HE 034 870.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Faculty; Educational Attainment; *Employment Patterns; *Faculty Workload; Higher Education; Matrices; Part Time Faculty; *Teacher Characteristics

This report summarizes information from a faculty matrix which demonstrates the patterns of faculty employment at Nova Southeastern University (Florida). The University prepared a faculty matrix using data from different departments in 1997, and that report served as a basis for this report. In the fall term of 1999, Nova Southeastern University employed 1,463 faculty members. Of these faculty members, approximately 40% were full time, and the remainder were part time faculty. About 50% of all fall term 1999 course sections were taught by full-time faculty. The faculty matrix also shows that about two-thirds of all faculty received their highest degree since 1980 and less than 10% received their highest degree before 1970. Slightly less than 30% of all faculty earned their highest degree from Nova Southeastern University. It is also noted that more than 85% of all faculty members at the University have a terminal degree. (Contains 12 tables and 12 references.) (SLD)

ED 464 553 HE 034 868

MacFarland, Thomas W.
Place of Class Attendance at Nova Southeastern University: Calendar Years 1995 to 1999. Research and Planning Report.
PUB DATE- 00
NOTE- 63p.; For the 1990 to 1994 report, see ED 403 816.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Attendance; *College Students; *Distance Education; *Enrollment; Foreign Countries; *Geographic Distribution; Higher Education; Place of Residence

This report provides a comprehensive summary of the place of class attendance for students of Nova Southeastern University. Nova Southeastern University's main campus is located in Davie, Florida, and there are additional campus facilities at other locations in two Florida counties, as well as a variety of distance education modalities that offer instruction in Florida, 22 other states, and 9 foreign countries. The report offers breakout statistics for all clusters and sites in Florida and collapsed enrollment statistics for other states and foreign countries. In addition, comparisons are made with enrollment figures for the 1995 calendar year. In terms of class attendance, South Florida was the geographic area where the University had the greatest increase in enrollment, and most of this gain was in Broward County. The Health Professions Division had the largest absolute gain and the largest percentage gain in Broward County during this time period, with the Broward County enrollment in this division increasing by 58% between 1995 and 1999. There was also a large increase in the enrollment of the University's Graduate School of Education. Awareness of these trends can aid the University in planning for future students and the development of programs. (SLD)

ED 464 554 HE 034 869

report contains information on public and private education, but the emphasis is on public colleges and universities, and the implications primarily affect the states. The principal basis for assessing the affordability of higher education is to examine tuition and other costs of attending college in relation to family income. This analysis suggests that most families today, compared to those of 20 years ago, must spend a larger share of their income to pay for college. Chapter 1 begins with this fundamental finding and discusses other trends that will have adverse consequences for broad college education in the United States. In State Policies for Higher Education, chapter 2, implications of these trends for state policy are discussed. Chapter 3 contains some questions and answers about paying for college in the present climate. Chapter 4, 2002 Update for the States: A Dire Situation, describes the current budget cutbacks that are unfolding in several states. In chapter 5, the most recent public opinion data are reviewed to examine the opinions of Americans about the affordability of higher education. Chapter 6, Taking Care of the Middle Class, discusses the situation of middle class families who have felt the squeeze of rising college costs. Chapter 7 provides profiles of six college students and the challenges they face in paying for college. An appendix describes state trends in higher education costs. (Contains 37 endnotes.) (SLD)

ED 464 575 HE 034 920

Hune, Shirley; Benkin, Ellen; Jordan, Patricia
Graduate Student Diversity. Graduate Focus: Issues in Graduate Education at UCLA.
PUB DATE- 99
NOTE- 10p.; Prepared with the assistance of Margaret Kelley.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Diversity (Student); Ethnicity; *Graduate Students; Graduate Study; Higher Education; *Minority Groups; Program Descriptions; Racial Differences; *Student Characteristics; Student Recruitment
IDENTIFIERS- *University of California Los Angeles

This issue of Graduate Focus provides a brief status report on ethnic diversity at the University of California Los Angeles (UCLA). It includes an overview of relevant institutional data and notes various issues, concerns, and current activities. In graduate programs, UCLA designates as underrepresented minorities domestic students of Black/African American, American Indian/Alaskan Native, Chicano/Mexican American, Latino/Other Hispanic, and Filipino backgrounds. Asian Americans are not considered underrepresented at UCLA as a whole, although the Graduate Division recognizes that Asian Americans are underrepresented in some disciplines. If Asian Americans are included, UCLA ranks high among universities awarding degrees to minority students, but if Asian Americans are excluded, the university still grants a reasonably high number of degrees to Hispanic students, but does not rank highly in terms of degrees awarded to other minority groups. The Graduate Division has developed a number of outreach, recruitment, and retention initiatives with special attention to underrepresented groups. Some of these programs are described. (SLD)

ED 464 576 HE 034 921

ED 464 597 IR 021 180

Promoting Technology and Education: Turbo-Charging the School Buses on the Information Highway. Hearing before the Committee on the Judiciary. United States Senate, One Hundred Seventh Congress, First Session (March 13, 2001).
PUB DATE- 02
NOTE- 68p.; Serial No. J-107-5.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Computer Uses in Education; *Copyrights; Distance Education; Educational Development; *Educational Technology; *Federal Government; Hearings; Internet; *Legislation; Legislators; Public Policy
IDENTIFIERS- Congress 107th; Senate

This Congressional hearing before the United States Senate Committee on the Judiciary presents testimony on the Technology Education and Copyright Harmonization Act, or the TEACH Act, introduced by Senator Orin Hatch (Utah) and Senator Patrick Leahy (Vermont). This legislation updates the education and distance learning provisions of the copyright law for the 21st century, allowing students and teachers to benefit from the deployment of advanced digital transmission technologies like the Internet in education. Opening statements of Senator Hatch and Senator Leahy are given. Statements from two other committee members are included: Senator Edward Kennedy (Massachusetts) and Senator Maria Cantwell (Washington) (submission for the record). The following witnesses provide statements: Allan Robert Adler, Vice President for Legal and Governmental Affairs, Association of American Publishers; Gary Carpentier, Adjunct Professor of Law, Washington College of Law, American University; Gerald A. Heeger, President, University of Maryland University College; Paul LeBlanc, President, Marlboro College, Vermont; Marybeth Peters, Register of Copyrights; and Richard M. Siddoway, Principal, Utah Electronic High School. In a session of questions and answers, responses are provided by Allan Robert Adler, Gary Carpentier, Gerald A. Heeger, Richard M. Siddoway, and Marybeth Peters. (AEF)

ED 464 598 IR 021 181

Technology and Education: A Review of Federal, State, and Private Sector Programs. Hearing before the Subcommittee on Telecommunications and the Internet of the Committee on Energy and Commerce. House of Representatives, One Hundred Seventh Congress, First Session (March 8, 2001).
PUB DATE- 01
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Computer Oriented Programs; *Computer Uses in Education; Educational Finance; *Educational Technology; *Federal Aid; Internet; Private Sector; Public Sector; Resource Allocation; *State Aid; Telecommunications
IDENTIFIERS- Congress 107th; House of Representatives; Technology Implementation

The Subcommittee on Telecommunications and the Internet met to review investments in technology and education that are being made in the United States on the federal, state, and local and private sector levels. Presiding was Representative Fred Upton

NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; *Faculty Development; Higher Education; Models; Multimedia Instruction; Preservice Teacher Education; School Surveys; Schools of Education; *Technology Integration; Telecommunications
IDENTIFIERS- *Technology Utilization; Texas A and M University

This paper addresses issues related to the development and preservation of tacit knowledge (i.e., institutional knowledge rooted in actions and experiences) for technology integration. Results of a 1999 survey of teacher preparation programs in Texas are presented. The survey asked administrators in colleges of education to identify skills that might be important to teacher education majors and to assess the adequacy of general skills training currently received by preservice teachers. The majority of the respondents felt that preservice teacher skills were adequate to operate a computer system and to use software and tools directly related to individual professional use, such as productivity tools and databases, word processing programs, and spreadsheets. Respondents reported, however, that preservice teachers were just beginning to produce and use multimedia in projects. Key features and outcomes of the Technology Mentor Fellowship Program at Texas A&M University are described. Objectives of the project included developing proficiency of the College of Education faculty in the use of various instructional and communications technologies; developing capacity within the College of Education in digital media that supports national standards; and supporting faculty transitioning to the new teaching program by providing technical assistance. A model for institutional development for technology integration is presented. (MES)

ED 464 618 IR 021 387

Penrod, James; Perry, Barbara A.
A Web-Enabled Graduate Course: Two Perspectives.
PUB DATE- 02
NOTE- 10p.; In: Teaching, Learning, & Technology: The Connected Classroom. Proceedings of the Annual Mid-South Instructional Technology Conference (7th, Murfreesboro, TN, April 7-9, 2002); see IR 021 870.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Cognitive Style; *Computer Uses in Education; Course Evaluation; *Educational Technology; Graduate Study; Higher Education; *Information Technology; *Instructional Design; Instructional Effectiveness; Student Reaction; Student Surveys; Teacher Education; *Technology Uses in Education; *Web Based Instruction; World Wide Web
IDENTIFIERS- University of Memphis TN

This paper describes a World Wide Web-enhanced graduate course at the University of Memphis (Tennessee) called "IT Information Technology Trends and Issues in Higher and Adult Education." Topics covered include the course objectives, technology used, course activities, and assignments. Four prevalent learning styles are summarized (i.e., the converger, assimilator, diverger, and accommodator), and seven principles for good

Interviewing" (Jeanne Tessier Barone) and "Elicitor Extraordinaire" (John Nolan); (3) "PI Private Investigation , CI Competitive Intelligence , and Public Records," including "Public Records 'To the Ends of the Earth'" (Lynn Peterson), "PI, CI, Public Records" (Alex Kramer), and "U.K.-Based Competitor Intelligence" (Andrew Pollard); and (4) "Primary Goes to Press," including "'New York Times' Reporter" (John Schwartz), "Researching the Future" (Joe Flower), "American Freelancer in London" (Wendy Grossman), and "Magazine Editor, Freelance Writer" (Dan Tynan). The appendix lists referenced sites and sources. (Contains an index and 91 references.) (MES)

ED 464 639   IR 058 445

Milam, Peggy S.
InfoQuest: A New Twist on Information Literacy.
PUB DATE- 02
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Philosophy; Elementary Secondary Education; *Games; *Information Literacy; *Information Skills; *Library Instruction; *Library Services; *Research Skills; School Libraries; Student Evaluation; Teaching Methods

This book is a comprehensive guide to implementing the InfoQuest program in libraries, schools, and school library media centers. In the InfoQuest program, a research question is posed each week, and students have all week to come to the media center and use a variety of reference tools and media to research the answer. Small prizes are awarded to the students who have researched the answer correctly. The book is arranged in three parts: Perspective, Philosophy, and Practice. The Perspective section deals with what information literacy is, why it should be taught, information literacy standards, and the current state of information literacy in education. The Philosophy section describes the how-to's: how to teach information literacy more effectively, how to ask higher-order questions, and how to teach InfoQuest itself. The Practice section provides questions and answers by subject (i.e., words, mathematics, science, quotations, literature, geography, history, and biography) and level as well as assessment tools for tracking the progress of the participants. Each chapter in this section includes additional references for individualizing InfoQuest programs. (Contains an index and 91 references.) (MES)

ED 464 640   IR 058 446

McClure, Charles R.; Ryan, Joe; Bertot, John Carlo
Public Library Internet Services and the Digital Divide: The Role and Impacts from Selected External Funding Sources.
SPONS. AGENCY- American Library Association, Washington, DC.; National Foundation on the Arts and Humanities, Washington, DC. Inst. of Museum and Library Services.
PUB DATE- 02
NOTE- 191p.; Published by Chief Officers of State Library Agencies.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; *Federal Aid; Federal

Report on Community College Classes Offered in Conjunction with High Schools (R7-1-709), FY 2000-2001.
PUB DATE- 01
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Role; *Community Colleges; *Dual Enrollment; *Educational Assessment; *Educational Objectives; Enrollment; *High School Students; High Schools; *Institutional Cooperation; Program Implementation; Two Year Colleges
IDENTIFIERS- *Arizona

This is a report on the 2000-2001 community college courses offered in conjunction with high schools in the state of Arizona. The purpose of the partnership between the two types of institutions is to offer community college instruction to high school students. The students must be admitted to the community college in order to enroll in the courses, which may be taught at the high school or the community college. The courses are taught by community college faculty and use college textbooks, syllabi, and grading scales. Report highlights include: (1) 1,357 community college courses were offered in conjunction with high schools in Fiscal Year 2000-2001; (2) 15,208 students enrolled in the courses, which was slightly lower than the previous academic year; (3) most community colleges offered courses in mathematics, English, and other general education requirements; and (4) vocational and technical courses were offered by some community colleges. The report provides statistics for each community college district in Arizona, as well as for the individual community colleges. Descriptions of the most frequently enrolled courses for each community college is provided, along with the total student headcount for all community college courses offered in conjunction with high schools. (MKF)

ED 464 660 JC 020 351

Statewide, District, and College Summaries. Report on Academic Performance of High School Graduates (A.R.S. 15-1822), FY 2000-2001.
PUB DATE- 01
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; College English; College Mathematics; College Role; *Community Colleges; *Educational Assessment; Educational Objectives; General Education; *High School Graduates; *Outcomes of Education; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Arizona

This is a report on the 2000-2001 academic performance of Arizona community college students who are also Arizona high school graduates. The report provides information on the number of Arizona high school graduates enrolled in each community college during the academic year and the average grade point average (GPA) of these students in their first English and mathematics courses. The study examined four different levels of community college English courses enrolled in by high school graduates: (1) pre-freshman English; (2) freshman English; (3) advanced English; and (4) other. Five levels of community college math courses were also measured: (1) pre-intermediate algebra; (2) intermediate algebra; (3) college algebra; (4) calculus; and (5) other. Among the 20,301 Arizona high school charge per semester for in-state students; for out-of-state students, tuition was $173.24 per credit hour and $2,772 maximum semester charge; (2) the system's colleges offered more than 1,800 curriculum programs under more than 240 curriculum titles; (3) in 2000-2001, unduplicated headcount was 772,280; (4) 57% of these students were pursuing an associate's degree, and 30% were transitional students; (5) the most prominent age group (non-continuing education) was 20-24, followed closely by 25-34; (6) 68% of the students were white, 25% African American, 2% Hispanic, 2% Asian, and 1% American Indian; (7) 60% of the non-continuing education students were female; (8) 95% of students were in-state; and (9) 38% were taking 5 or fewer credits. Appendices include a glossary of terms, a directory of the state board of directors for the community college systems, and a list of the community college presidents. (EMH)

ED 464 680 JC 020 373

Van Ast, John
Community College Mentoring Program Mentor-Mentee Handbook.
PUB DATE- 02
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teacher Induction; Educational Objectives; Higher Education; Interprofessional Relationship; *Mentors; Program Implementation; Role Models; *Student Attitudes; *Teacher Attitudes; *Teacher Student Relationship; Two Year Colleges
IDENTIFIERS- *Iowa State University

This mentor-mentee handbook is designed primarily for mentors working with faculty new to teaching in higher education. It describes mentoring as guiding someone through a developmental process. The author discusses the roles and functions of the mentor, pointing out that the mentor's goal should be to help the beginning faculty member develop and enhance competence, self-confidence, self-direction, and professionalism. The handbook also explores role modeling, demonstration techniques, professional portfolios, payoffs and pitfalls, and evaluation and feedback. In a section titled "Putting It All Together," the author provides a year-at-a-glance checklist and details each month's activities. Criteria and guidelines for feedback make up the "Evaluation and Feedback" section and include: (1) describing the behavior of the mentee rather than judge him/her; (2) providing specific feedback, not general; (3) providing concern for the needs of both mentor and mentee; and (4) timing feedback appropriately. Finally, a "Quick Flip Questions for Critical Thinking" section offers a table outlining Blooms Taxonomy with levels of questions. Appended are observation tools, a first-week checklist, reporting forms for mentor and mentee, and lesson plans. (Contains 6 figures and 15 tables.) (EMH)

ED 464 681 JC 020 375

Analysis of the Gulf Coast Consortium Student Perceptions of College Services Spring 2001 Survey.
PUB DATE- 01
NOTE- 55p.

Perez, Stella
LeagueTLC: Transformational Learning Connections. Connecting Community Colleges with Innovative Solutions.
PUB DATE- 02
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Computer Mediated Communication; *Educational Innovation; Information Dissemination; *Information Networks; Information Services; Information Sources; Two Year Colleges
IDENTIFIERS- *League for Innovation in the Community College

This document describes LeagueTLC: Transformational Learning Connections (http://www.league.org/leaguetlc/index.htm), a Web site created by the League for Innovation in the Community College with funding from the Fund for the Improvement of Post Secondary Education (FIPSE). This Web site serves as a resource for community colleges by disseminating information about successful innovations within the nation's 1,300 community colleges. The LeagueTLC Web site currently offers four features: (1) Innovation Express, a Web-based column focused on proven community college practices, descriptions, and implementation strategies of successful innovations from experienced innovators and informed colleagues, with multiple communication options for contact and reference; (2) Innovation Database, a comprehensive source of the latest model programs, best practices, and state-of-the-art technology applications from the League's member colleges, corporate partners, and presentations from two annual international conferences focused on innovation and experimentation; (3) Learning Links, service connections and contacts supporting the development and implementation of monthly highlights and targeted initiatives; and (4) Resources on the Web, a collection of community college references and access to higher educational associations, community colleges, and online training resources for educators. Future Web site features include an online moderated forum, an online training exchange, a monitored electronic journal, and an online version of the League's annual "Innovations" conference. (KP)

ED 464 701 PS 029 736

Harrington, Mary; Perez-Johnson, Irma; Meckstroth, Alicia; Bellotti, Jeanne; Love, John M.
Protecting Children from Substance Abuse: Lessons from Free To Grow Head Start Partnerships. Final Report.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 00
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Models; Partnerships in Education; Pilot Projects; *Preschool Children; *Preschool Education; *Prevention; Program Descriptions; Program Effectiveness; Program Evaluation; *Program Implementation; Resilience (Personality); *Substance Abuse
IDENTIFIERS- Project Head Start; Protective Factors; Risk Factors

Recognizing that substance abuse is one of the nation's most serious health problems and is associated with numerous social ills, the Robert Wood Johnson Foundation launched Free to Grow in 1994, a pilot program targeting families and communities of ended quickly, however, after about a decade, as Northern liberals lost interest and Reconstruction funds dried up. This state of affairs continued until the 1950s and the ensuing Civil Rights movement, when education for all citizens again became a priority. This second national literacy movement was spurred by federal and state funding and justified by self-interest in economic development, as well as by principle. Since the 1980s, the United States has conducted a major and visible movement to address the problems of educationally disadvantaged adults on many fronts. Although these efforts continue today, the campaign has fallen far short of success. For the future success of the country, adult education for the disadvantaged is crucial. It will benefit the economy as well as individuals and should be driven by a bipartisan action of citizens united in a cause that is right. (KC)

ED 464 210 CE 082 986

Martin, John P.
Adult Learning at the OECD--Will Cinderella Get to the Ball?
PUB DATE- 01
NOTE- 14p.; Speech delivered to the International Conference on Adult Learning Policies (Seoul, Korea, December 5-7, 2001). Figures contain blurred text.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Aging (Individuals); *Comparative Education; Developing Nations; Economic Development; *Educational Policy; Foreign Countries; Global Approach; International Educational Exchange; *Job Skills; Learning Motivation; Lifelong Learning; Needs Assessment; Participation; *Policy Formation; *Research Needs; Technological Advancement
IDENTIFIERS- Organisation for Economic Cooperation Development

A number of factors have come together to generate a renewed interest in adult learning in Organization for Economic Cooperation Development (OECD) countries, including emphasis on demand shifts associated with technology and globalization; large size of skills needs; and aging population. Major gaps in knowledge about adult learning still hinder effective diagnosis and policymaking. What is encompassed by "adult learning" is not clearly defined. Statistical evidence on reasons why adults participate in learning is negative; more is known about what does not work than what does. Participants are more likely to be already well-educated or well-trained individuals. Too, the benefits of adult learning are not always clear. On the policy side, the OECD does not know how transposable good practices in adult learning are between countries. It needs to be able to identify not only what works, but for whom, and in what circumstances. The OECD work program is working on both the quantitative and qualitative aspects of adult learning. On the quantitative front, the OECD is involved in preparing new data collections on assessments of adult skills. On the qualitative side, it is involved in the Definition and Selection of Competencies project that aims to identify key competencies needed in the workplace and society and is analyzing policy options and practices under the umbrella of the Thematic Review of Adult Learning. (YLB)

ED 464 211 CE 083 005

enter the workforce; and the key word that wrapped up students' motivations was "flexibility." Actions useful to VET stakeholders were suggested. Appendixes include questions and the project brief used in the case studies. (Contains 20 references and 19 tables.) (YLB)

ED 464 229 CE 083 172

Giffard, Andre; Guegnard, Christine; Strietska-Ilina, Olga
Forecasting Training Needs in the Hotel, Catering and Tourism Sector: A Comparative Analysis of Results from Regional Studies in Three European Countries.
SPONS. AGENCY- European Union, Brussels (Belgium).
PUB DATE- 01
NOTE- 6p.; Findings related to the LABOURatory project "Regular Forecasting of Training Needs" carried out under the Leonardo da Vinci programme. Published quarterly. Theme issue. For number 41, see ED 458 437.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Continuing Education; Course Content; Developed Nations; Developing Nations; Economic Change; *Food Service; Foreign Countries; Global Approach; Hospitality Occupations; *Hotels; Job Skills; *Job Training; *Needs Assessment; *Prediction; Staff Development; Technological Advancement; *Tourism; Vocational Education
IDENTIFIERS- Customer Relations; Czech Republic; France; Slovenia

A pilot study on the hotel, catering, and tourism sector was conducted in the Burgundy region of France, Northwest region of the Czech Republic, and Podravje region of Slovenia. Three main kinds of factors of change were brought out. The first, evoked in Slovenia and the Czech Republic, concerned the opening of borders. Typical trends were positive impact of globalization, access to new markets and potential customers, future access to structural policies of the European Union, and region's geographical position. The second factor related to customers becoming more demanding in terms of prices, quality, diversity, and sophistication of services. The third factor focused on new technologies modifying channels of communication, forms of advertising, and organization of services. The regions had similar expectations concerning additional professional skills. Most important were knowledge of foreign languages and digital technology, new techniques for food preparation and preservation, and business skills. Companies generally recognized the usefulness of continuing training. Training content was similar and involved skills in cookery, table service, hygiene, customer relations, marketing, and management. Major findings were submitted to or discussed with trade-union representatives and public and state authorities at national and regional level in the three countries. (YLB)

ED 464 230 CE 083 188

Tolbert, Michelle
State Correctional Education Programs. State Policy Update.
PUB DATE- 02
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Adult Educators; Annotated Bibliographies; Clearinghouses; *Correctional Education;

Midwifery, and Health Visiting (ENB) critical care programs ENB 100, 124, 176/183, 199, and 415 revealed great diversity in programs bearing the same title. An evaluation identified if this diversity was reflected in the competencies acquired by students on different programs, students' learning experiences, or preparation of clinicians for the demands of current critical care practice. Data sources at five case study sites included interviews and observation to ascertain the clinical reality in which students undertook the practice component of the course. From these data, a set of competencies for each critical care course was generated. The findings indicate different stakeholders held different views on the definition of "effective education." Examples of the values-reality gap were illuminated. For example, in practice, a gap exists between espoused values of care delivery and the reality of care provision. Within the higher education institution sector, a gap exists where the values of learning and teaching have been engulfed by the quasi purchaser-provider split. Many clinical settings needed to reexamine how they achieved an effective clinical environment beside a quality learning environment. To ensure greater parity and equivalence of program outcomes through threshold standards, the following implications were identified: disparate student population; clinical experience; and practice assessment. (YLB)

ED 464 247   CE 083 207

Evaluation of the Implementation of the Quality Assurance Framework and Standards for Approval of Higher Education Institutions and Programmes. Research Highlights.
PUB DATE- 02
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Coordination; Developed Nations; Educational Cooperation; Evaluation Methods; Foreign Countries; Higher Education; *National Standards; *Nursing Education; *Obstetrics; Partnerships in Education; Postsecondary Education; Program Effectiveness; Program Evaluation; Program Implementation; *Quality Control; Reliability; Theory Practice Relationship
IDENTIFIERS- *Midwives; *United Kingdom

A project evaluated the quality assurance (QA) processes put in place by the English National Board from 1998. The Quality Assurance Framework (QAF) represented a shift of emphasis in audit activity from approval/validation of programs to continuous annual monitoring and review. The evaluation used a mixture of methods, including survey and case studies, to investigate the effectiveness of all aspects of the QAF and the perceptions of all involved in nursing and midwifery education, including students, with regard to these new processes. The process and outcomes of the Subject Review process undertaken in collaboration with the Quality Assurance Agency for Higher Education were also included in the evaluation. Respondents agreed that the information obtained through collaboration appropriately assured the quality of nursing and midwifery education in relation to theory. But they expressed considerable concerns about whether the same was true for practice. Regarding the evaluation of the QAF, these key themes emerged from the data: the provision of a national framework for quality assurance; maintenance of professional standards for education and practice; constructive scrutiny and ensuring detailed discussions of the competencies in the specific area of responsibility; and (3) lists of subcompetencies cross-referenced to behavioral objectives. The following items are appended: guidelines for using the CHES responsibility matrix; a glossary; and a chronology of the development of national certification for health education specialists. (MN)

ED 464 264   CE 083 234

Cleary, Helen P.
The Credentialing of Health Educators: An Historical Account, 1970-1990.
PUB DATE- 95
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Educators; Advisory Committees; *Certification; Conferences; Continuing Education; Credentials; Curriculum Development; Definitions; Educational History; Educational Needs; Employment Patterns; *Employment Qualifications; Entry Workers; *Health Education; Health Promotion; Higher Education; National Organizations; National Standards; Needs Assessment; Organizational Development; Organizational Objectives; Professional Development; Public Health; *Standard Setting; Systems Approach; *Teacher Education; Workshops
IDENTIFIERS- Certified Health Education Specialists; Professionalization

Development of the credentialing system for health education specialists began in February 1978, when a conference was convened to consider the profession's interest in credentialing and develop an initial role specification for entry-level health educators. In the early 1980s, the role specification was verified and refined, the process of developing a curriculum for health education specialists was initiated, and draft and revised curricula were developed and distributed. The National Commission for Health Education Credentialing (NCHEC) was established in 1988. Charter certification was initiated in 1989, and 1,558 health education specialists were certified through examination of credentials. The first certification examination for health education specialists was offered in 1990 at 16 sites across the United States. Development of procedures for a continuing education system for health education specialists began in 1990. Refinement and expansion of the certification system and continuing education systems continued in the early 1990s. The following issues were identified and addressed: communications; program content; working with employers of health educators; "defining entry level"; and unifying the profession. Appended are: a chronology of the development of national certification for health education specialists; definitions of credentialing terminology; lists of committees and task force members; and recommendations of the first Bethesda conference. (MN)

ED 464 265   CE 083 235

Hayden, Joanna, Ed.
The Health Education Specialist: A Study Guide for Professional Competence. Fourth Edition.
PUB DATE- 00
NOTE- 160p.; Based on original work by Sigrid G. Deeds. Supported by the Department of Community Health, William Patterson

will help prepare students to live and work productively. The chapter concludes by proposing that guidance programs of 20 years hence must prepare the majority of their students to enter technical fields; adapt themselves to extensive telecommuting and the lifestyle that it entails; and prepare primarily for self-employment or freelance employment. (Contains 24 references.) (GCP)

ED 464 287   CG 031 707

Johnson, Sharon K.; Johnson, C. D.
Future Student Support Programs: Distinction or Extinction?
PUB DATE- 02
NOTE- 13p.; In: Building Stronger School Counseling Programs: Bringing Futuristic Approaches into the Present; see CG 031 688.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Change; Elementary Secondary Education; *Futures (of Society); *Program Development; Pupil Personnel Services; *School Counseling; Student Personnel Services

This chapter reviews changes for the future of student support programs identified and addressed by other contributing authors. It is proposed that without a blueprint of how the fields of school counseling, psychology, nursing, social work, and other student support programs will change to address the future, extinction is guaranteed. Changes already occurring that affect the student support programs of the future are highlighted. These include changes in the areas of local communities; computer technology; family structures; educational organization; the economy; and models of leadership. Finally, realignments of available resources must be evaluated on an ongoing basis to ensure the paradigms being used are delivering planned-for results in terms of academic achievement and wellness program implementation. (Contains 12 references.) (GCP)

ED 464 288   CG 031 708

Brooks, Carol Cramer; White, Carter
National Training Curriculum for Educators of Youth in Confinement.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 99
NOTE- 390p.; CD-ROM version not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Behavior Modification; *Correctional Education; Curriculum Development; *Curriculum Guides; *Delinquency; Delinquent Rehabilitation; Interpersonal Competence; *Juvenile Justice; Learning Modules; National Standards; Program Effectiveness; Program Evaluation; Student Needs; *Teacher Education; Teacher Role

This curriculum is the product of a project between the Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the National Juvenile Detention Association to develop and implement a 40-hour, core training curriculum for line staff in education programs in juvenile confinement and custody facilities. The curriculum is primarily intended for the pre-resource aids. Section 6 contains a discussion on keeping social and interpersonal problems in broad perspective. The packet concludes with a brief list of references and agency resources as a starting point for gathering additional information. (GCP)

ED 464 308 CG 031 747

Mental Health: Culture, Race, and Ethnicity. A Supplement to "Mental Health: A Report of the Surgeon General."
PUB DATE- 01
NOTE- 214p.; For original report, see ED 441 209. Developed in consultation with the National Institute of Mental Health.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alaska Natives; American Indians; Asian Americans; Blacks; *Cultural Influences; Culture; *Ethnicity; *Health Promotion; Hispanic Americans; *Mental Health; *Minority Groups; Pacific Islanders; Public Health; Race; *Racial Factors

This supplement to "Mental Health: A Report of the Surgeon General" (1999) documents the existence of striking disparities for minorities in mental health services and the underlying knowledge base. Racial and ethnic minorities have less access to mental health services than whites, and they are less likely to receive needed care. When they receive care, it is more likely to be poor in quality. These disparities have powerful significance for minority groups and for society as a whole. A major finding of this supplement is that racial and ethnic minorities bear a greater burden from unmet mental health needs and thus suffer a greater loss to their overall health and productivity. Chapter 1 provides a detailed introduction to the supplement, and Chapter 2 discusses the influences of culture and society on mental health. Chapters 3 through 6 specifically address mental health care for African Americans, American Indians and Alaska Natives, Asian Americans and Pacific Islanders, and Hispanic Americans. Chapter 7 outlines a vision for the future and highlights promising courses of action that can be used to reach the ambitious goals of reducing barriers and promoting equal access to effective mental health services for all persons who need them. The report contains two appendixes, one that examines the inclusion of minorities in controlled clinical trials used to develop professional treatment guidelines for major mental disorders, and a detailed resource directory. (Contains over 500 references and an index.) (GCP)

ED 464 309 CG 031 748

Grantz, Amanda K.; Thomas, Alex
School Psychologists on the Public Relations Front: What Are Practitioners Doing?
PUB DATE- 02
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association of School Psychologists Convention (34th, Chicago, IL, February 26-March 2, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counselor Role; Elementary Secondary Education; Partnerships in Education; *Professional Development; *Public Relations; School Community Relationship; *School Psychologists

focus directly on having students learn to write well about well-defined disciplinary subjects. The paper considers the differing opinions of many composition scholars, such as Erika Lindemann, Patricia Bizzell, Kurt Spellmeyer, Joseph Williams, and Greg Colomb, on what should be taught in the writing class and how it should be taught. It contends that the study of writing based in the close study of a discipline is not likely to be "blind to questions of value"--teachers who are expert in and care about their subjects are very insistent upon matters of value. Attached are assignment sequences prepared by graduate students instructors for Cornell first-year writing seminars and a sample assignment sequence. (NKA)

ED 464 330 CS 510 868

Neuman, Susan B.; Copple, Carol; Bredekamp, Sue
El Aprendizaje de la Lectura y la Escritura: Practicas Apropiadas para el Desarrollo Infantil (Learning To Read and Write: Developmentally Appropriate Practices for Young Children).
PUB DATE- 01
NOTE- 140p.; For the English version, see ED 463 904. Translated by Sergio Waisman, with the collaboration of Maria E. Martin, Anamaria Macfarland, and Adela Robles-Saez. Translation funded through a grant to the California Association for the Education of Young Children from the California Children and Families Commission. Photographs may not reproduce well.
LANGUAGE- Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; *Beginning Writing; *Developmentally Appropriate Practices; Elementary Education; *Emergent Literacy; Preschool Education; *Reading Instruction; Teacher Role; *Writing Instruction; Young Children
IDENTIFIERS- Effective Practice Identification; Research Integration

This Spanish language edition of "Learning To Read and Write: Developmentally Appropriate Practices for Young Children," presents effective research-based strategies for promoting children's literacy learning in preschool, kindergarten, and elementary classrooms and infant/toddler settings. Including classroom photos and children's work, the book offers guidance and ideas for teachers to help young children on the road to reading and writing competence. The book reprints a strong, coherent framework for effective practice from a joint position statement of the National Association for the Education of Young Children (the book's publisher) and the International Reading Association. (Contains a glossary of relevant terms, a 9-item bibliography, and a list of 109 additional resources.) (NKA)

ED 464 331 CS 510 879

Parents as Models. Parents and Children Together Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 73p.; Accompanying audiotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

areas that should be addressed at the respective grade levels. (NKA)

ED 464 350 CS 510 959

Grade 8 English Language Arts Released Test Items: Sample Student Work Illustrating LEAP 21's Achievement Levels.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Accountability; Constructed Response; *English Instruction; *Grade 8; Junior High Schools; *Language Arts; Multiple Choice Tests; Skill Development; Student Educational Objectives; *Student Evaluation; Student Writing Models; *Test Items
IDENTIFIERS- *Louisiana Educational Assessment Prog 21st Century; Writing Samples

LEAP 21 (Louisiana Educational Assessment Program for the 21st Century) is an integral part of the Louisiana school and district accountability system. In the school year 1999-2000, students in Grade 8 took LEAP 21 English Language Arts, Mathematics, Science, and Social Studies tests. For LEAP 21, student scores are reported in terms of five achievement levels: Advanced, Proficient, Basic, Approaching Basic, and Unsatisfactory. This booklet is part of a series meant to promote understanding of the knowledge and skills that students must have and the kinds of work they must produce to be successful on the LEAP 21 tests. The booklet presents student work in the English Language Arts test that was completed as part of the LEAP 21 assessment. It includes examples of multiple-choice and constructed-response (short answer and extended response) items, and a written composition, which exemplify what students at specified achievement levels should know and be able to do. In the booklet, a discussion of each released item highlights the knowledge and skills it is intended to measure, as well as strengths and weaknesses in the student work on the item. The booklet explains the format of the LEAP 21 English Language Arts test, which is composed of four parts--Writing, Using Information Resources, Reading and Responding, and Proofreading. It also provides student writing samples. (NKA)

ED 464 351 CS 510 960

GEE 21 (Graduation Exit Examination for the 21st Century) Grade 10 English Language Arts and Mathematics Sample Questions .
PUB DATE- 01
NOTE- 22p.; Funds provided by the LEARN (Louisiana Education And Results Now) Commission.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Accountability; Educational Change; *English Instruction; *Grade 10; High Schools; *Language Arts; *Mathematics; Public Schools; *State Standards; Student Educational Objectives; Student Evaluation; Test Items

texts; and how to integrate phonics instruction in the context of an integrated reading lesson format); and (4) "Teaching Spelling" (how to teach spelling in ways that enhance decoding, strengthen visual imagery, and give appropriate emphasis to spelling rules and patterns). Appendixes contain English phonemes and example words; advice on "making friends with phonemes"; phonological and phonemic awareness sample activities; practice activities for learning correspondences; activities to practice blending; commercial phonemic awareness resources; and a list of decodable text resources. (RS)

ED 464 369   CS 511 129

Oral Language & Vocabulary Development: Grades K-1. Alabama Reading Initiative.
PUB DATE- 01
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Grade 1; Higher Education; Inservice Teacher Education; Kindergarten; *Oral Language; Primary Education; Professional Development; *Reading Comprehension; *Reading Improvement; Teaching Methods; *Vocabulary Development
IDENTIFIERS- Alabama Reading Initiative

This inservice professional development module, part of the Alabama Reading Initiative, presents research summaries, notes for presenters, and activities. The Oral Language and Vocabulary module elaborates on a student's comprehension of text as it relates to the overlap between the student's system of language and the author's system of language. Knowing that the language used in children's books is 10 times more complex than the conversation of college graduates, this module shows how students need "authentic" occasions (e.g., book talks, drama) in which they practice the more "formal" language (e.g., vocabulary and structures) used in books. Sections of the module, and associated objectives, are: (1) "Research Base for Oral Language and Vocabulary Development" (examine and discuss research-based quotes about oral language and vocabulary development; examine and discuss the stages of oral language development; and discuss the instructional implications of the stages of oral language development); (2) "Components of Oral Language and Vocabulary Development" (become familiar with five components of oral language/vocabulary development; and reflect upon how the components of oral language/vocabulary development specifically relate to classroom instruction); and (3) "Practical Application" (examine the main things about oral language/vocabulary development; participate in activities that expand their own oral language and vocabulary; engage in activities designed to promote students' oral language and vocabulary development; and reflect on specific ways the instructional tools can be used to develop students' oral language and vocabulary). An appendix contains a list of prefixes, suffixes, and roots; hints, helps, and expectations for students with limited English proficiency; additional activities to develop oral language; a discussion of literature circles; a list of 100 picture books everyone should know; and a 45-item list of related research. (RS)

ED 464 370   CS 511 130

Effective Intervention. Alabama Reading Initiative.
PUB DATE- 01

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Accountability; *Accreditation (Institutions); Educational Change; High Schools; *Peer Influence; *Performance Based Assessment; Public Schools; Student Improvement
IDENTIFIERS- New England

This study examines the process through which the Commission on Public Secondary Schools of the New England Association of Schools and Colleges (NEASC/CPSS) accredits the public high schools of New England. The commission is one of five that compose the association. Recent efforts of government agencies to hold schools accountable by testing performance against the new standards for school performance pose critical challenges to the accreditation process. The private agencies that accredit public schools must respond effectively to these challenges if public-school accreditation is to survive. Two central study questions emerge: (1) How does NEASC/CPSS accreditation work? and (2) How must it change to meet the challenges it faces in 1999? This study presents 41 findings about how accreditation works, and about the issues the commission now faces as it implements its new Statement of Purpose. Findings include results of six school visits carried out by NEASC/CPSS visiting teams, a comprehensive survey of the research literature about accreditation, extensive feedback about the initial study findings, and participant observation of two NEASC/CPSS working committees that revised both the standards and the self-study. Results indicate that accreditation is built upon peer judgments about how well schools meet peer-established standards. An appendix contains a report on the Foundations of the Catalpa School Visit. (DFR)

ED 464 388 EA 031 594

Bottoms, Gene; O'Neill, Kathy
Preparing a New Breed of School Principals: It's Time for Action.
PUB DATE- 01
NOTE- 33p.; Supported by a grant from the Wallace-Reader's Digest Funds.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Administrator Qualifications; Educational Change; Educational Improvement; Elementary Secondary Education; *Instructional Improvement; *Instructional Leadership; *Leadership Effectiveness; Parent Participation; *Performance Based Assessment; *Principals; Public Schools

Accountability has changed nearly everything in education and has prompted the following questions: What do successful leaders need to know and be able to do? How do we prepare and develop effective school leaders? State legislation has established an urgency for improved student achievement in educational systems where too many students are not succeeding against the new standards. This era of higher standards and greater accountability requires a new breed of school leaders. This report is a review of what the Southern Regional Education Board (SREB) has learned about the practices of successful leaders and how these leaders are prepared. This new breed of principals will need to have comprehensive understanding of school and classroom practices that contribute to student achievement. Principals will need to know how to work with faculty and others to fashion and implement continuous student improvement. They will need to know how to provide the illustrator, offers a little perspective with this collection of lighthearted cartoons. These cartoons can be used as overheads for staff development meetings, for an individual break in a busy day, and perhaps, even for a momentary flash of inspiration. The primary purpose of this collection of illustrations is to provide a moment to laugh, add a little levity--and poignancy--to a practitioner's workday at school. Intended to amuse, inspire, and reveal the simple truths that surround teachers, principals, and other school personnel, these illustrations are ideal for staff training days, conference presentations, classroom lectures, community meetings, and internal communications, among other events that can benefit from a good chuckle as an integral ingredient. (RT)

ED 464 409 EA 031 646

Thomas, Stephen B.
Students, Colleges, and Disability Law.
PUB DATE- 02
NOTE- 297p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accessibility (for Disabled); *Disabilities; Disability Discrimination; Higher Education; *Laws; Legal Responsibility

As recently as the 1960s and 1970s, comparatively few persons with disabilities were able to attend college, either due to limited financial resources or to the inaccessibility of the campus and college programs. Today, colleges have substantially increased their efforts to recruit, admit, and accommodate qualified students with disabilities and to modify their programs where appropriate to provide them with the opportunity to enter, participate, and succeed. For example, an estimated 428,280 self-identified students with disabilities were enrolled in American colleges in 1997-98 (about three percent of all college students). This book describes various aspects of disability law in ten chapters: (1) introduction; (2) student disability services; (3) mental disabilities and accommodation; (4) physical disabilities, accommodations, and access; (5) admission and financial aid; (6) accommodations and modifications; (7) student records; (8) intercollegiate sport; (9) disciplinary and academic dismissal and other sanctions; and (10) disability discrimination in employment. Although simple solutions cannot be provided to resolve the complex problems identified in the above chapters, the material presented does provide a solid base on which to build. A table of cases and administrative decisions and an index conclude the book. (References contains in each chapter.) (RT)

ED 464 410 EA 031 647

Orange, Carolyn
The Quick Reference Guide to Educational Innovations: Practices, Programs, Policies, and Philosophies.
PUB DATE- 02
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

Instruction; *Spanish Speaking

This paper on meeting the needs of students with disabilities who are learning English as a second language suggests integrating principles from the Teaching English to Speakers of Other Languages (TESOL) Standards and Data Based Instruction (DBI). The power of combining intentional language teaching with an action research process is illustrated by four case studies conducted by special education interns in a multicultural setting. The case studies apply these principles with a teenage male with emotional handicaps, a teenage female with learning disabilities, a teenage female with mild mental retardation, and a first grade girl with language delays, all of whom were bilingual Spanish/English students. The paper concludes that using TESOL Standards, sheltered English techniques, and other English as a Second Language strategies allowed students to be more successful communicators as well as to make progress toward achieving Individualized Education Program goals and objectives. (Contains 18 references.) (DB)

ED 464 430 EC 308 931

Slem, Charles M.; Kane, Steven T.
Utility of Course Web Resources for Students with Learning Disabilities.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Assisted Instruction; Higher Education; *Instructional Effectiveness; Integrated Learning Systems; Introductory Courses; *Learning Disabilities; Participant Satisfaction; Psychology; Student Attitudes; Student Surveys; Web Based Instruction; *World Wide Web

This paper describes an approach to meeting the needs of college students with learning disabilities which utilizes Internet resources in an undergraduate introductory psychology course. The course's Web resources were designed to integrate the lecture component of the course with the accompanying textbook resources. These resources included lecture outlines, links to library resources, related campus resources, sample exams, instructor based resources, relevant World Wide Web links, chapter outlines, concept synopses, graphs and figures, definitions of key terms, links to related concepts in other chapters, sample test questions, access points to Web based tutorials, and additional commentary. Evaluation through surveys of 227 students over three academic quarters found the course Web resources were widely used and rated highly by students. Students reporting known or suspected learning disabilities found the Web resources even more helpful and used them more heavily than other students. Discussion focuses on the characteristics of the course's Web resource platform, which contributed to its perceived success for students with learning disabilities. (DB)

ED 464 431 EC 308 932

Anderson, Carolyn
Children in Need of Surrogate Parents: Program Rules and Procedures in Minnesota. A Handbook for Administrators. Second Edition.

currently supports 45 adults in community living, jobs, social relationships, and other community activities. The report is based on a site visit to the agency in August 2000 that included interviews and visits with people who are supported by Community Vision, family members, and agency staff and administrators. The lessons the agency has gained from direct experience of supporting individuals with severe disabilities in the community in Oregon contribute to the agency's key strengths, which include a focus on promoting a sense of home, personal control and choice; relationships, work, and meaningful community involvement for the people the agency supports; and an organizational focus on planning and teamwork/collaboration. These combined strengths are discussed, along with examples of how individuals are supported. Challenges facing Community Vision, Inc. are also discussed. (CR)

ED 464 449 EC 308 961

Walker, Pam
Creating Meaningful Daytimes: Community Building at Options for Individuals, Louisville, Kentucky.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 17p.; Supported by the National Resource Center on Community Integration.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Day Care; Adults; Community Involvement; *Community Programs; Interpersonal Competence; Leisure Time; Multiple Disabilities; Program Design; *Program Effectiveness; Recreational Activities; Residential Institutions; *Self Determination; *Severe Disabilities; Social Development; Social Integration; *Supported Employment; Volunteers
IDENTIFIERS- *Kentucky; Medicaid

This report on "Options for Individuals" is part of a series documenting innovative supports for community living for adults with severe disabilities. Options for Individuals, which began in 1984 in Kentucky, uses Medicaid waiver funding to support 29 people with severe and often multiple disabilities during the day. While the program is based at a facility, the agency has a long history of creative community-building efforts that they have used to get people involved in meaningful activities and relationships outside of the facility. In doing so, they have facilitated peoples involvement in paid and volunteer work, varied leisure interests, and social engagements. This report, based on a site visit in June 1997, documents the positive community-building efforts used by Options to create meaningful daytime opportunities and connections for the people they support. It describes key strategies Options uses to promote community participation and relationships, including recognition of the importance of place, active involvement in facilitating the development of relationships, focus on variety of peoples daytimes, use of an in-depth person-centered planning process, and long-term commitment to people. The experiences of three clients are highlighted. The report also discusses some of the challenges faced in relation to these efforts. (CR)

ED 464 450 EC 308 962

funded and comparison communities. The paper provides summaries of the following presentations: an introduction by E. Wayne Holden, Chair; an overview on the current status of the longitudinal comparison studies by Rolando L. Santiago, Director of Program Evaluation in the Child, Adolescent and Family Branch at the Center for Mental Health Services; a report by Mario Hernandez, University of South Florida, on the development and results of the Systems of Care Practice Review, a measure implemented in the Phase I comparison studies to evaluate families' experiences with care; and a report by Ana Maria Brannan of ORC Macro on preliminary results of systems level assessments conducted in early 1999 across the six communities participating in the longitudinal comparison study. Discussion by Trina W. Osher, a parent and advocate, raises questions about the generalization of the findings (which supported the system of care approach) and urges greater refinement of evaluation systems. (DB)

ED 464 469 EC 308 984

Friedman, Robert M.; Evans, Mary; Morrison-Rodriguez, Barbara; Kutash, Krista; Duchnowski, Al; Hernandez, Mario; Hodges, Sharon; Armstrong, Mary; Pires, Sheila; Stroul, Beth; Greenbaum, Paul; Brown, Eric; Lazear, Katherine
Symposium: An Overview of the 5-Year Research Agenda for the Research & Training Center for Children's Mental Health.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 11p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (13th, Tampa, FL, March 5-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; *Behavior Disorders; Behavioral Science Research; Children; Cooperative Programs; Cultural Differences; Delivery Systems; Educational Change; *Emotional Disturbances; *Evaluation Methods; Federal Programs; *Health Services; Mental Disorders; *Mental Health Programs; Policy Analysis; Program Evaluation; Research and Development; School Community Relationship; Theory Practice Relationship; Urban Education
IDENTIFIERS- *University of South Florida

This paper describes each of eight current interrelated federally funded research projects conducted by the Research and Training Center for Children's Mental Health at the University of South Florida. For each project, information is provided on the project's background, purpose, methodology, and anticipated results. Project titles and principal investigators are: (1) "Developing a Framework for Assessing the Impact of Policies on Children with Emotional Disturbances and Their Families" (Robert Friedman); (2) "The Impact of Policy on Collaboration in Systems of Care for Children with Emotional Disturbance and Their Families" (Mary E. Evans, Barbara Morrison-Rodriguez, and Cheryl Cockram); (3) "The Urban School and Community Study: Effects of Systems Reform on Students with Emotional and Behavioral Disabilities and Their Families" (Krista Kutash and Albert J. Duchnowski); (4) "Community-Based Theories of Change" (Mario Hernandez and Sharon Hodges); (5) "Health Care Tracking Project" (Mary Armstrong, Beth Stroul, and Sheila Pires); (6) "Impact of Managed Care and System of Care Policies on Service

This paper presents a literature review and describes an inservice plan for aspiring and current elementary administrators in schools serving English-as-a-Second-Language (ESL) communities. The literature review examines habits and guidelines for effective leaders to use in educational settings, discusses laws regarding bilingual/ESL education, notes schoolwide activities related to ESL, and presents classroom practices for ESL teachers. The planned inservice includes information on the changing socioeconomic conditions in the United States, background information on ESL philosophies, strategies for successful teaching in ESL classrooms, and strategies to improve parental involvement and adult education for ESL parents and community members. Each area of the inservice provides administrators with specific strategies for implementing successful ESL programs. An appendix presents handouts to be used in the actual inservice. It also provides a survey to measure how participants plan to use information from the inservice in their schools and communities and a follow-up questionnaire to gauge how administrators are implementing the strategies 3 months following the inservice. (Contains 61 references.) (SM)

ED 464 491 FL 027 251

Rai, Vishnu S.
Negation in the Chaamling Language.
PUB DATE- 01
NOTE- 4p.; Paper presented at the Himalayan Languages Symposium (7th, Uppsala, Sweden, September 7-9, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Indo European Languages; Language Usage; Morphology (Languages); *Negative Forms (Language); Phonemes; Sino Tibetan Languages; *Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Chamling; Nepal

This paper examines the different ways of forming negative sentences in the Chaamling language, an indigenous language spoken in the eastern, hilly districts of Nepal. It explains that negation, or negativization, in the Chaamling language is done with the help of affixation. In imperative sentences, the prefix mi- is added to the verb, which is followed by the suffix -daa/dyo. These suffixes -daa/dyo could be the person markers third person singular -da and third person singular -dyo. An example is imsaa (sleep) mi- m-daa (do not sleep), and tyeti ringaa (tell a story) tyeti mi- rindaa (do not tell a story). In declarative sentences, the prefix paa- acts as a negative marker. In the second person, the suffix -ne is used. Sometimes, if the person is not mentioned, both the prefix paa- and the suffix -ne are used to refer to the rejection of doing a task. The prefixes paa- and mi- exchange places according to the aspect. In sentences with the verb to be, paainaa is used to make them negative. The marker is number-free. (SM)

ED 464 492 FL 027 252

Rai, Vishnu S.
T/V Forms between Husband and Wife in the Nepali Language.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English

university entitled, "Short Science Fiction Stories in English." The course is based on an ecological, co-emergent approach in which the various components of curriculum action are understood to exist in a dynamic and mutually specifying relationship. With this conceptual approach, the course provides enriching transcultural encounters. The paper describes the theoretical-methodological framework of the course, its objectives, the choice of the short story, the syllabus, class management, and evaluation policy. Science fiction provides university students with a vision of the impact that science and technology project on society from the Anglophone point of view, offering spaces for critical transcultural encounters. The course's three objectives include stimulating appreciation and enjoyment of literature in English, offering a critical analysis of the manifestations of Anglophone cultures as they are revealed in science fiction, and promoting the improvement and diversification of English knowledge and competence. Students complete 24 stories and 2 essays on science fiction, meeting twice weekly for 2 hours. They read and discuss in groups and complete portfolios. Some students prepare film scripts or write original science fiction stories. A course syllabus is appended. (Contains 15 references.) (SM)

ED 464 512 FL 027 275

Sullivan, JoAnn Hammadou, Ed.
Literacy and the Second Language Learner. Research in Second Language Learning.
PUB DATE- 02
NOTE- 292p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Bilingual Students; Chinese; Computer Uses in Education; Educational Research; Electronic Mail; Elementary Secondary Education; Gender Issues; High Risk Students; Higher Education; Idioms; Inferences; Information Technology; Japanese; Language Research; Language Teachers; Literacy Education; Phonology; Reading Instruction; Reading Skills; *Second Language Instruction; *Second Language Learning; Sex Differences; Spanish; Teacher Attitudes; Textbook Content; Writing Instruction; Writing Skills
IDENTIFIERS- Connecticut

This collection of papers is the first in a series that will highlight cutting-edge research in the area of second language learning and teaching. After an introduction, "The Second Language Educator's Challenge: Learning about Literacy" (JoAnn Hammadou Sullivan), 12 papers include the following: (1) "Theoretical Developments in Reading Chinese and Japanese as Foreign Languages" (Michael E. Everson); (2) "Technological Literacy and Foreign Language Literacy in a Technological Era: Considerations of Two Interacting Constructs for Foreign Language Education" (Michael Fast); (3) "What Should Teachers Know about Bilingual Learners and the Reading Process?" (Andrew D. Cohen and Rosalind Horowitz); (4) "Teaching Foreign (Second) Languages to At-Risk Learners: Research and Practice" (Richard L. Sparks, Elke Schneider, and Leonore Ganschow); (5) "Spanish Teachers' Beliefs and Practices about Reading in a Second Language" (Terri Ann Gebel and Leslie L. Schrier); (6) "The Form-Meaning Interface: A Study of Japanese as a Foreign-Language Writing" (Sufumi So); (7) "Electronic Message Boards in the Foreign Language Classroom: Linking Learners and Literacy" (Rebecca L. Chism); (8) "The Effects of Passage meanings and exploitative practices. The chapters are: (1) Posting Up: Introductory Notes on Race, Sports, and Post-America; (2) White Out: Erasures of Race in College Athletics; (3) Kill the Indians, Save the Chief: Native American Mascots and Imperial Identities; (4) Sammy Seminole, Jim Crow, and Osceola: Playing Indian and Racial Hierarchy at Florida State University; (5) Body and Soul: Physicality, Disciplinarily, and the Overdetermination of Blackness; (6) Of Rebels and Leprechauns: Longing, Passing, and the Stagings of Whiteness; and (7) Postcolonial Arenas: The Dis-Ease of Desire in America. (Contains 10 notes and 273 references.) (SLD)

ED 464 533 HE 034 843

Gibbs, Paul; Knapp, Michael
Marketing Higher and Further Education: An Educator's Guide to Promoting Courses, Departments and Institutions.
PUB DATE- 02
NOTE- 147p.; Published by Kogan Page Limited.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrators; Case Studies; Consumer Economics; Continuing Education; *Higher Education; *Marketing; Program Development; *Recruitment; Theories

This book provides business-oriented guidance for readers whose main preoccupation may not be marketing itself, but who need marketing skills in a higher education or further education context. Theory, practice, and case studies are focused on real issues connected to promoting courses and institutions. The chapters are: (1) Introduction; (2) The Marketing Audit; (3) Market and Consumer Research; (4) "Market Segmentation, 'Taking a Position', and Seeking Differentiation; (5) Programme Design; (6) Pricing Educational Programmes; (7) Promotions-Advertising, Direct Mail, and Exhibitions; (8) Public Relations; (9) Student Recruitment; (10) Fund-Raising; and (11) E-education. (Contains 18 tables, 19 figures, and 75 references.) (SLD)

ED 464 534 HE 034 844

Moxley, David; Najor-Durack, Anwar; Dumbrigue, Cecille
Keeping Students in Higher Education: Successful Practices & Strategies for Retention.
PUB DATE- 01
NOTE- 195p.; Published by Kogan Page Limited.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Students; *Dropout Prevention; *Higher Education; *School Holding Power

This book explores the issues related to dropouts from higher education and presents a guide to identifying problems and developing practical solutions to the problems of retaining students. The chapters of part 1, The Challenge of Retention, are: (1) Keeping Students in Higher Education: A Pathway for Retention; and (2) A Student-Centered Approach to Retention. Part 2, The Institutional Framework of Retention, contains: (3) The Properties of the Institutional Retention Mission; (4) The

MacFarland, Thomas W.
Fiscal and Enrollment Changes at Nova Southeastern University: 1995 to 1999. Research and Planning Report.
PUB DATE- 00
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Graduates; *College Students; Departments; *Educational Finance; *Enrollment; Enrollment Trends; Ethnicity; Expenditures; Financial Support; Higher Education; *Income; Minority Groups; Sex Differences

This report compiles recent fiscal and enrollment statistics for Nova Southeastern University (Florida) to assist the University in its own planning efforts. The report focuses on data from 1995 to 1999. University documents and the surveys reported to the U.S. Department of Education for the Integrated Postsecondary Education Data System were used. The University's income was $184.8 million in fiscal year (FY) 1995-1996 and $250.7 million in FY 1998-1999, representing a 36% increase over this 3-year period. In the same period, the University's expenses increased by 37% to $242.6 million. Overall enrollment increased, growing from 13,941 students in the fall term of 1995 to 17,810 in the fall term of 1999. A similar percentage growth (24%) was found for the more inclusive end-of-term enrollment. Enrollment by female students grew by 22% over the period, while enrollment for male students grew by about 4%. Enrollment of white students increased by about 4%, but enrollment of black students grew by 34% and enrollment of Hispanic American students grew by 30%. By academic level, the greatest percentage growth has been in the University's professional programs (Law and programs in the Health Professions Division). Statistics are also compiled for graduates. Nova Southeastern graduates are older than traditional graduates, with the modal age of undergraduates being 26 years at the time of graduation, and the modal age for doctoral students, 52 years. These data should be useful in the planning process for Nova Southeastern University in the future. An appendix contains data tables. (Contains 10 tables and 7 references.) (SLD)

ED 464 555 HE 034 870

MacFarland, Thomas W.
An Analysis of Nova Southeastern University's Fall Term 1997 Faculty Matrix. Research and Planning Report.
PUB DATE- 00
NOTE- 31p.; For the 1999 faculty matrix, see HE 034 867.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Educational Attainment; *Employment Patterns; *Faculty Workload; Higher Education; Matrices; *Part Time Faculty
IDENTIFIERS- *Nova Southeastern University FL

This report summarizes information from the faculty matrix prepared to demonstrate the patterns of faculty employment at Nova Southeastern University (Florida) in 1997. In the fall term of 1997, Nova Southeastern University employed 1,360 faculty members. Of these faculty members, approximately 39% were full time, and the remainder were part time. Overall, 32% of the faculty were full-time faculty members teaching in their assigned academic center. About 50% of all fall term 1999

Benkin, Ellen; Beazley, Jo Anne; Jordan, Patricia
Doctoral Recipients Rate Their Dissertation Chairs: Analysis by Gender. Graduate Focus: Issues in Graduate Education at UCLA.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Doctoral Degrees; Doctoral Dissertations; Doctoral Programs; *Graduate Students; Graduate Study; Higher Education; *Mentors; *Sex Differences; *Student Attitudes; Student Surveys
IDENTIFIERS- *University of California Los Angeles

The information in this report is a snapshot of the impressions of doctoral recipients at the University of California, Los Angeles, of the overall quality of mentoring, assistance with finding professional employment, and general interest in the student shown by the dissertation chair. Findings come from an analysis of an exit survey completed by doctoral recipients from Winter Quarter 1994 through Spring Quarter 1999. Surveys were completed by 3,165 students, 93.1% of all students who received doctoral degrees in this period. Degree recipients were pleased with their relations with their faculty mentors, but they did want even closer mentoring relationships and more help in finding jobs. Women and men expressed similar reactions to most of the questions analyzed for this report. Men were more positive about the issue of faculty mentoring and time spent with dissertation chairs, and men reported more regular discussion of their research initiated by their chairs than did women. Women were more likely than men to select the same advisor if starting the university again. (SLD)

ED 464 577 HE 034 922

Fukuya, Yoshinori
The Concept of Academic Politeness in a Multicultural University Classroom.
PUB DATE- 02
NOTE- 50p.; Based on a Master of Arts Thesis, The Ohio State University, titled "A Qualitative Study: The Concept of Politeness in a Multicultural Classroom."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Patterns; *Diversity (Student); *Graduate Students; Higher Education; Multicultural Education; Student Attitudes
IDENTIFIERS- Infrastructure; *Politeness

This study explored a context-embedded concept of politeness in a discussion-type, multicultural university classroom. The graduate-level class, Language Planning, had 33 students from a variety of cultural backgrounds. Looking below the surface of specific classroom incidents, situated on the politeness-impoliteness continuum, the research identified seven infrastructures: (1) Contribution; (2) Relevance; (3) Authority; (4) Mind; (5) Turn-Taking; (6) Quantity; and (7) Demeanor. These infrastructures constantly and interactively create the dynamics of academic politeness. (Contains 5 endnotes and 27 references.) (Author/SLD)

ED 464 578 HE 034 923

Tracking Public Funding for Higher Education More Vital as State Budgets Become Strained. "Fact Book" Bulletin: Reporting (chairman). Members present included Representatives Upton, Gillmor, Shimkus, Wilson, David, Terry, Tauzin (ex officio), Markey, Rush, Eshoo, Engel, Green, McCarthy, Luther, and Sawyer. Prepared Statements are given from Representatives Sawyer (Ohio), Largent (Oklahoma), Cubin (Wyoming), Rush (Illinois), Eshoo (California), Engel (New York), Green (Texas), Luther (Minnesota), and Dingell (Michigan). Testimony statements are provided from: Kate L. Moore, President, Schools and Libraries Division, Universal Service Administration Company; David A. Spencer, President and CEO, Michigan Virtual University; Daniel A. Domench, Division Superintendent, Fairfax County Public Schools; Sister Dale McDonald, Director of Public Policy and Educational Research, National Catholic Education Association; Judith A. McHale, President and Chief Operating Officer, Discovery Communications, Inc.; Hal Krisbergh, Chairman and CEO, Worldgate Communications, Wish TV; Rae Grad, Jennifer House, Vice President of Strategic Relations, Classroom Connect, Inc.; and Emlyn H. Koster, President and CEO, Library Science Center, Liberty State Park. Material (prepared statements) is submitted for the record by: Advanced TelCom Group, Inc.; David C. Ruberg, President and CEO, Intermedia Communications, Inc.; and Winstar. (AEF)

ED 464 599   IR 021 182

Johnson, D. LaMont, Ed.; Maddux, Cleborne D., Ed.; Liu, Leping, Ed.
Integration of Technology into the Classroom: Case Studies.
PUB DATE- 00
NOTE- 256p.; Co-published simultaneously as "Computers in the Schools" v16 n2 and v16 n3-4 2000.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Computer Mediated Communication; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; *Information Technology; Internet; *Technology Integration
IDENTIFIERS- *Technology Utilization

This book contains the following case studies on the integration of technology in education: (1) "First Steps toward a Statistically Generated Information Technology Integration Model" (D. LaMont Johnson and Leping Liu); (2) "Case Studies: Are We Rejecting Rigor or Rediscovering Richness?" (Cleborne D. Maddux); (3) "Electronic Expressions: Using E-Mail To Support Emergent Writers" (Nancy Yost); (4) "Social and Academic Integration Using E-Mail between Children with and without Hearing Impairments" (Barbara Weiserbs); (5) "Internet Learning Connections between Second-Graders and University Teacher Education Electronic Mentors" (Marianne K. Dove, Susan C. Fisher, and Dwight L. Smith); (6) "Integrating Standards-Based Education in a Telecommunications Project: A Case Study" (Richard Knee, Ralph Cafolla, and Kristine Haller); (7) "Integrating Literacy and Tool-Based Technologies: Examining the Successes and Challenges" (Elizabeth Baker); (8) "Stepping Stones for Linking, Learning, and Moving toward Electronic Literacy: Integrating Emerging Technology in an Author Study Project" (Sharla L. Snider and Jeanne M. Foster); (9) "Computer Technology in an Authentic Science Project" (Donna Matovinovic and Norma Nocente); (10) "Multicultural Technology Integration: The Winds of Change Amid the Sands of Time" (Michele Stafford-Levy and Karin M. Wiburg); (11) "Graphing Calculators: Critical Tools for Actively Teaching Math and Science" (Jacqueline K.

practice in education are listed. The paper then presents results of a survey that evaluated participants' responses to the methodology and pedagogy used in the course. Results show that the ten students had a positive learning experience utilizing technology and that most students had the skills and computer access necessary to complete the course. Critical success factors for the Web-enabled course are summarized in three categories: IT infrastructure, instructor design and intent, and student openness to new approaches. (MES)

ED 464 619 IR 021 388

Austin, Donna; Austin, John
Using Blackboard To Survey Students at Midterm.
PUB DATE- 02
NOTE- 11p.; In: Teaching, Learning, & Technology: The Connected Classroom. Proceedings of the Annual Mid-South Instructional Technology Conference (7th, Murfreesboro, TN, April 7-9, 2002); see IR 021 870.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Uses in Education; *Course Evaluation; Feedback; Higher Education; Questionnaires; *Student Surveys; Teacher Surveys; Teacher Workshops
IDENTIFIERS- Louisiana State University Shreveport

Increased attention on the quality of teaching has meant an increase in the use of student surveys as a measure of perceived teaching quality. Many student surveys, which typically take the form of teacher and course evaluations, are conducted at the end of a school term and are more summative in nature. Results are given to the instructor after the class is concluded making it impossible to incorporate feedback into the current course. This paper shows how the authors used the anonymous survey feature in Blackboard at Louisiana State University in Shreveport to survey students at midterm in order to allow teachers to collect formative feedback and to make crucial changes if indicated. A faculty workshop that provided hands-on assistance with importing the survey into Blackboard classes is described, and results of a survey of faculty who attended the workshop are summarized. Directions for installing the Blackboard survey and a copy of the student survey itself are appended. (Contains 15 references.) (Author/MES)

ED 464 620 IR 021 389

Jones, Ted; Luck, DeAnne; Buchanan, Lori
Collaborating Online To Teach Information and Multimedia Literacy.
PUB DATE- 02
NOTE- 9p.; In: Teaching, Learning, & Technology: The Connected Classroom. Proceedings of the Annual Mid-South Instructional Technology Conference (7th, Murfreesboro, TN, April 7-9, 2002); see IR 021 870.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communications; *Computer Uses in Education; Course Evaluation; Distance Education; Educational Technology; Graduate Study; Higher Education; *Information Literacy; *Instructional Design; Instructional Development; *Multimedia

Programs; *Internet; *Library Development; *Library Funding; *Library Services; Library Surveys; *Public Libraries; Questionnaires; State Libraries; Tables (Data)
IDENTIFIERS- Digital Divide; E Rate (Internet); Library Services and Technology Act 1996

This study examines the role of external funding in the development of public library network resources and services, their identification, and their benefit and impact, particularly as they affect the digital divide. The study was conducted between February 2001 and January 2002, employing a range of data collection techniques, including site visits, focus groups, surveys analysis of E-rate data sources, local library and state library reports, documents from external funders, and other material. Key findings and issues include: (1) LSTA (Library Services and Technology Act) is a model federal program for funding libraries; (2) E-rate funding is essential to local operations, but needs fine-tuning; (3) leveraging external support to serve those impacted by the digital divide; (4) equipment was not enough; (5) coordination was necessary and the State Library delivered; (6) someone must have authority and responsibility for seeking external funds; (7) remembering the poorest counties and communities; (8) maintaining sustainability; and (9) understanding situational factors. Conclusions, next steps, and recommendations are presented. Appendices include LSTA state plan requirements and assurances, SLD (Schools and Libraries Division) analysis method and description of tables, site visit participants, selected study instruments, and advisory committee members. (Contains 75 references.) (MES)

ED 464 641 IR 058 455

Nixon, Carol, Comp.; Burmood, Jennifer, Comp.
Internet Librarian 2001. Proceedings of the Internet Librarian Conference (5th, Pasadena, California, November 6-8, 2001).
PUB DATE- 01
NOTE- 269p.; Sponsored by Information Today, Inc., with corporate sponsor, LexisNexis TM .
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Computer Uses in Education; Information Literacy; *Information Services; *Information Technology; *Internet; Libraries; Reference Services
IDENTIFIERS- *Technology Utilization; Usability; Virtual Reference Desk; Web Sites

These proceedings of the Internet Librarian 2001 conference contains 49 papers that cover topics related to the information profession and Internet technologies, including: digital collections online; information architecture; amphibious research skills; identifying, evaluating, and validating cyberguides; development of New California Web Portal; World Wide Web site accessibility; nomadic computing; the information center model; proactive information literacy training; techno-geeks; building interactive Web sites with Zope; Internet resources for school librarians; virtual reference; Web tools; building the extranet; online pathfinders, guides, and tutorials; a usability study of kclibrary.org; indexing the Web; search tools of the future; key sources and strategies of dedicated searchers; a consumer health portal; questia.com; collaborative Web management; managing live reference; building digital courses; the Webwizards' Symposium; user testing; usability and politics; Information Power and library media standards; turning technophobes into techies; Enterprise graduates who enrolled in an Arizona community college in 2000-2001, the reported first-term average GPA was 2.5. High school graduates enrolled in "freshman" and "other" English courses had higher GPAs than high school graduates enrolled in the two other types of English courses. High school graduates enrolled in calculus and college algebra displayed higher GPAs than high school graduates enrolled in the other community college mathematics courses. The report provides specific statistics for each community college district and some individual community colleges. (MKF)

ED 464 661 JC 020 352

Report on Admission of Students under the Age of Eighteen (A.R.S. 15-1821), FY 2000-2001.
PUB DATE- 01
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; College Role; *Community Colleges; Dual Enrollment; *Educational Assessment; Enrollment; General Education; *High School Students; Institutional Cooperation; Program Implementation; *Student Educational Objectives; Two Year Colleges
IDENTIFIERS- *Arizona

This is a report on the 2000-2001 admission of students under 18 by Arizona community colleges. The report states that students under 18 may be admitted if they have graduated from high school or have earned a high school graduate equivalency certificate (GED). Arizona community colleges may also admit students under 18 who have scored a 930 or higher on the SAT or a 22 or higher on the ACT. Students under 18 who do not meet the above standards must receive special approval from community college officials. The enrollment of students under 18 has increased each year since 1998--in 2000-2001, 20,530 students under 18 were enrolled in an Arizona community college. The report provides the student headcount enrollment for each Arizona community college district and individual community college. It also shows that most students under 18 are enrolled in general education courses at the community colleges; however, some community colleges reported that students under 18 are enrolled in technical and vocational courses. The report provides tables with specific statistics and includes course descriptions for the 10 most frequently enrolled-in courses by students under 18 for each community college, computer and composition being among the most popular. (MKF)

ED 464 662 JC 020 353

Hagedorn, Linda Serra; Maxwell, Bill
Research on Urban Community College Transfer and Retention: The Los Angeles TRUCCS Project.
PUB DATE- 02
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Access to Education; College Role; College Transfer Students; *Community Colleges; Degrees (Academic); Higher Education; *Minority Groups; Student Attitudes; *Student Educational Objectives; Transfer Programs; Withdrawal (Education)

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Ancillary School Services; College Choice; College Role; Community Colleges; *Educational Assessment; *Participant Satisfaction; *Student Attitudes; *Student Characteristics; Student Educational Objectives; Student Surveys; Two Year Colleges
IDENTIFIERS- *Austin Community College TX

This is a report from Austin Community College (Texas) on a student satisfaction survey developed and administered by the Gulf Coast Consortium of Institutional Research (GCAIR). The survey includes student response data from four community colleges: Austin, Houston, North Harris Montgomery, and San Jacinto. A total of 3,267 students responded to the satisfaction survey. Results indicate that: (1) approximately 63% of the respondents were female; (2) most respondents were between the ages of 18 to 21; (3) approximately 46% of the respondents were white, with Hispanic students representing the next highest ethnic percentage; (4) more than 55% of the respondents expressed the intent to transfer to a four-year college or university; (5) 37% of the respondents stated that they were employed full-time; (6) most respondents reported that they chose their college due to its location, curriculum, flexible class schedules, and low tuition; (7) most respondents showed very low participation in extracurricular campus activities; and (8) most respondents' satisfaction with college services did not totally meet the level of importance they placed on the service. The report includes six tables detailing findings. (MKF)

ED 464 682 JC 020 376

Communicating with New and Existing Markets. A Task Force of Howard Community College's 1998-1999 Commission on the Future.
PUB DATE- 99
NOTE- 13p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Role; Community Colleges; *Educational Assessment; *Educational Objectives; *Marketing; Partnerships in Education; Program Implementation; School Business Relationship; *School Community Relationship; *Student Recruitment; Two Year Colleges
IDENTIFIERS- *Howard Community College MD

This is a report from a task force formed by Howard Community College (Maryland) to examine existing and future markets. The task force also explored ways to use marketing strategies to attract potential customers to the college. The task force recommends that the college use its strengths to attract customers, such as its commitment to open access, low tuition, institutional focus on teaching and learning, attention placed on students' success, and connection to the community and different job markets. New markets identified by the committee included designing programs for social and senior groups, offering management training to churches and other non-profit organizations, and creating programs for children and youth to increase public awareness of the community college. The committee recommends that the college perform a cost/benefit analysis of every action before implementation. Other recommendations include: (1) increasing the number of transfer

Head Start children to create changes that would protect them from substance abuse and related problems. Following a 2-year planning and development phase, 5 of the 6 original projects completed the 3-year implementation phase. The five sites were in California, Colorado, Kentucky, New York City, and Puerto Rico. This report discusses the implementation experiences of the five projects: how the models developed, what challenges were encountered, how problems were overcome, and what lessons can be derived from the grantees' experiences to guide future prevention efforts. Chapter 1 of the report gives an overview of the program and the evaluation, along with a description of the communities targeted by the pilot projects, a description of each project, and a presentation of the logic model for the program overall. Chapter 2 summarizes the substance abuse prevention theory underlying Free to Grow. Chapter 3 describes the Head Start context. Chapter 4 describes the interventions and implementation experiences. Chapter 5 describes the outcomes targeted by the projects and provides preliminary evidence for the changes Free to Grow projects may have brought about during the pilot program. Chapter 6 provides an assessment of the Free to Grow experience and considerations for future replication. The report's three appendices present the logic models used, a tally of responses for project outcomes, and a description of the criteria of success for Phase I and objectives for Phase II of Free to Grow. (Contains 50 references.) (KB)

ED 464 702 PS 030 220

Financing Child Care. A Public Policy Report from the Ewing Marion Kauffman Foundation. Winter 2002.
PUB DATE- 02
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Caregivers; *Compensation (Remuneration); *Day Care; Demonstration Programs; Early Childhood Education; *Financial Support; Foundation Programs; Partnerships in Education; *Preschool Teachers; Private Financial Support; Program Descriptions; *Public Policy; State Programs
IDENTIFIERS- Day Care Quality

This public policy report focuses on financing child care in the United States. The report contains brief articles on the following topics: (1) child care wages in comparison to other positions; (2) benefits to businesses when employees have high-quality child care; (3) resources for funding early education systems; (4) comparison of the cost of early education and college tuition; (5) description of a demonstration project funded by the Ewing Marion Kauffman Foundation to determine the most effective policy alternatives to link compensation to quality care; and (6) a description of the Smart Start for Kansas Teachers program. The report asserts that while states and the private sector have made significant gains in their support for early childhood programs, only a few states have developed a statewide vision for early childhood. Government programs will temporarily raise the salaries of participating teachers but long-term solutions are needed to make permanent changes to the compensation system. (KB)

ED 464 703 PS 030 231

Kaminsky, Judith Allen, Ed.; Gandini, Lella, Ed.

Westberry, Lee
One School...One Step.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attitude Change; Career Education; Conferences; Education Work Relationship; *Educational Attitudes; High Schools; Institutional Cooperation; *Parent Attitudes; Partnerships in Education; Program Development; Program Effectiveness; Program Implementation; *School Business Relationship; Technical Institutes; *Vocational Education
IDENTIFIERS- Berkeley County School District SC; Career and Technical Education

Overcoming parents' negative stereotypes of career and technical education (CTE) is the goal of the Business and Education Symposium (BES) at Stratford High School, Goose Creek, South Carolina. The BES program has these four main goals: (1) educate parents about the changing demands of the workforce, so as to affect student course selection; (2) give business leaders the opportunity to be heard, especially about what problems they are facing in their specific industries; (3) open the doors of communication so all parents and students may take CTE courses seriously as an avenue to success; and (4) open the doors of the school to businesses, so they can see what the school is doing to deal with the problems businesses face. Some of the steps taken by the school to develop and conduct the BES included making teachers more aware of programs offered and skills taught in CTE courses so they can better counsel students; developing business partnerships; developing networks of school and businesses; securing commitments from businesses to be represented on the evening of the BES; securing commitments from teachers and postsecondary professors to participate; advertising the program; evaluating the effectiveness of the program; showing appreciation to the participants; securing funding sources, and timing the program effectively. The symposium was very successful at Stratford, and it is expected to continue as an evening event every year. (KC)

ED 464 212 CE 083 026

Walker, Karen E.; Arbreton, Amy J. A.
Working Together To Build Beacon Centers in San Francisco: Evaluation Findings from 1998-2000.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, CA.; James G. Irvine Foundation, San Francisco, CA.; Mott (C.S.) Foundation, Flint, MI [illegible]. H. Cowell Foundation, San Francisco, CA.
PUB DATE- 01
NOTE- 98p.; Research also funded by the Stuart Foundations and the Evelyn & Walter Haas, Jr. Fund.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; After School Centers; After School Programs; Black Students; *Community Centers; *Community Education; Community Involvement; Community Support; Cooperative Programs; Coordination; Demonstration Programs; *Disadvantaged Youth; Elementary Secondary Education; Evaluation Methods; Financial Support; Hispanic American

Delivery Systems; Educational Finance; Educational Legislation; Educational Needs; Educational Objectives; *Educational Policy; *Educational Practices; Educational Trends; English (Second Language); Family Literacy; Financial Support; High School Equivalency Programs; Individual Characteristics; Learning Disabilities; *Literacy Education; Nongovernmental Organizations; Nonprofit Organizations; Policy Formation; Postsecondary Education; Prisoners; Professional Associations; Program Administration; *Public Policy; Special Education; State Legislation; *State Programs; Trend Analysis
IDENTIFIERS- Criminal Justice System; Maryland; Ohio; Texas

Secure state correctional facilities currently house more than 1.8 million adults, and nearly 4.4 million adults fall under state-administered community corrections. A state's approach to corrections and the communication between the state correctional components can have a large impact on the state's correctional education program. Decentralized systems can lead to inconsistencies offered to offenders and to duplication of services. State correctional programs are also shaped by their own government structure, which can be separate from the governing structure of corrections. State corrections systems also differ significantly from the standpoints of funding sources, correctional philosophy, and pertinent laws. Low literacy is pervasive in prisons, and the percentage of inmates with learning disabilities is estimated to be higher than in the general adult population. Correctional education instructors face numerous significant challenges. Improving inmates' literacy skills is a central component of correctional education. In response to changing inmate demographics, increasing numbers of correctional programs are offering family literacy programs to improve parents' and children's' literacy skills and to maintain and strengthen family relationships. The correctional education programs in Maryland, Ohio, and Texas illustrate how the structure of correctional education programs varies by state. (Contains 105 endnotes and 32 recommended resources.) (MN)

ED 464 231　　　CE 083 189

Hawksley, Rosemary; Owen, Jane
Going the Distance: Are There Common Factors in High Performance Distance Learning? Research Report.
PUB DATE- 02
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Benchmarking; Case Studies; Data Collection; *Delivery Systems; *Distance Education; Educational Counseling; Educational Planning; *Educational Practices; *Educational Quality; Feedback; Foreign Countries; Instructional Materials; Interaction; *Outcomes of Education; *Performance Factors; Postsecondary Education; Program Administration; Program Costs; Program Effectiveness; Questionnaires; Student Attitudes; Student Surveys; Success; Teacher Attitudes; Teacher Student Relationship; Teacher Surveys
IDENTIFIERS- *United Kingdom

Common factors among high-performing distance learning (DL) programs were examined through case studies at 9 further education colleges and 2 nonsector organizations in the United Kingdom and a backup survey of a sample of 50 distance learners at 5 of the colleges. The study methodology incorporated numerous principles of process benchmarking. The study established that, in terms of planning, monitoring, and the reliability and validity of the evidence base; and establishing an ethos of partnership and collaboration. (YLB)

ED 464 248   CE 083 208

Tout, Dave
The Certificates in Science for Adults--Working towards Scientific Literacy.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 02
NOTE- 6p.; Some parts of text may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Students; *Curriculum Development; Developed Nations; *Educational Certificates; Foreign Countries; Postsecondary Education; *Science Education; *Scientific Literacy; *Student Certification; Technological Advancement; Technology
IDENTIFIERS- Australia; Certificates in Science for Adults (Australia)

Australia's Certificates in Science for Adults (CSA) are designed for adults who left school early and/or who did not pursue science at school and who now want to improve their knowledge, understanding, and skills. The curriculum aims to advance purposes of diverse learners; provide adult students with credentials recognizing competence in science; and provide a range of education and training pathways. Issues and viewpoints that influenced it and shaped the view of science it promotes include scientific literacy and the science-technology relationship. Main emphases are that scientific questions and issues should be derived from curiosity about everyday experiences and adults should be able to read with understanding articles about science in the popular press, identify scientific issues and activities in their personal and local communities and on national and international bases, express scientifically and technologically informed opinions, think about and question the quality of scientific information, and understand scientific concepts and processes at the level needed for their everyday lives and experiences. Within each content area, these aspects of science have been identified: science inheritance, ethics, research, practical skills, and representation. The CSA has a series of modules at each of the first three levels of the Australian Qualifications Framework. The modules are Science in the Community; Exploring Science; Reading and Writing; and Numeracy and Mathematics. (YLB)

ED 464 249   CE 083 209

For Education and Training Policies Which Foster Competitiveness and Employment: UNICE's Seven Priorities = Pour les Politiques d'Education et de Formation au Service de la Competitivite et de l'Emploi: Les Sept Priorites de l'UNICE.
PUB DATE- 00
NOTE- 26p.; Prepared by UNICE's "Education and Training" Working Group.
LANGUAGE- English; French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Competition; Developed Nations; *Education Work Relationship; *Educational Policy; Foreign

University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Educators; Behavioral Objectives; Certification; Colleges; Communication Skills; Community Programs; Competence; *Competency Based Education; Coordination; Definitions; Educational History; Educational Needs; Educational Planning; *Employment Qualifications; Ethics; Glossaries; Guidelines; *Health Education; Higher Education; Information Dissemination; Job Skills; Mastery Tests; Needs Assessment; *Professional Development; Program Development; Program Evaluation; Program Implementation; Public Health; Questionnaires; Self Evaluation (Individuals); Study Guides; *Teacher Education; Teacher Improvement; Universities
IDENTIFIERS- Certified Health Education Specialists

This document is intended to help health educators prepare for certification as a certified health education specialist (CHES). The study guide begins with a brief introduction and a self-assessment instrument that allows individuals to evaluate their skill in 27 competencies related to the following generic areas of responsibility in which CHES are expected to demonstrate competence: (1) assessing individual and community needs for health education; (2) planning effective health education programs; (3) implementing health education programs; (4) evaluating the effectiveness of health education programs; (5) coordinating provision of health education services; (6) acting as a resource person in health education; and (7) communicating health and health education needs, concerns, and resources. Chapters 1-7 each examine one of the generic areas of responsibility. Each chapter contains some or all of the following items: a discussion of the nature and purpose of the specific responsibility; examples of execution of the specific responsibility in community, health care, school, and workplace settings; definitions of key terms; and definitions of related competencies and guidelines for developing and demonstrating them. The following items are appended: the code of ethics for the health education profession; information on construction of the health education specialist examination; and practice questions. (Contains 116 references.) (MN)

ED 464 266 CE 083 236

Kurantowicz, Ewa
Adult Learning by "the Biography of Place."
PUB DATE- 01
NOTE- 10p.; Paper presented at "European Perspectives on Life History Research: Theory and Practice of Biographical Narratives," European Society for Research on the Education of Adults (ESREA) Life-History and Biographical Research Network Conference (7th, Geneva, Switzerland, March 7-10, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Adult Learning; *Biographies; Definitions; Educational Philosophy; Educational Principles; Educational Research; *Educational Strategies; Foreign Countries; Interpersonal Relationship; *Learning Processes; Life Events; Linking Agents; *Personal Narratives; Research Methodology; Social History
IDENTIFIERS- *Place Based Education; Poland; Sense of Community

service training of teachers new to juvenile confinement education programs. The curriculum, prepared and tested by experienced educators in detention and correctional education, provides a sequence of modules focusing on the essentials of confinement education, while providing abundant practice through role play, exercises, and journal writing to apply the materials individually. It provides information on the juvenile justice system and the characteristics of juvenile offenders. It assists new educators in confinement facilities in developing assessments and curriculums that meet the specific needs of their students and are in compliance with existing national standards. It provides pointers and practice in teaching for better behavior management as well as for the development of specific skills. It introduces the teachers role in developing students social skills and assisting students as they make their transition into and out of the confinement facility. Finally, this curriculum provides suggestions for programs and classroom evaluation as a gauge of effectiveness and a basis for improvement. Appended is information about the authors, OJJDP, and the Center. (GCP)

ED 464 289 CG 031 709

Reece, Liz, Ed.
Better Practice: Practical Strategies for Developing Excellence in Careers Education.
SPONS. AGENCY- Department for Education and Employment, London (England).
PUB DATE- 00
NOTE- 100p.; Other contributors include Advisers and Inspectors from Careers Education (AICE), The Careers Forum, and Association for Careers Training (ACT). Project managed by Andrew Walking.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *British National Curriculum; *Career Education; Career Guidance; Counselor Role; *Curriculum Development; Foreign Countries; Secondary Education; Teaching Methods
IDENTIFIERS- *England

With new demands and expectations being placed on careers work, the role of careers service is changing to focus on those most at risk of dropping out of education. Recent research has been used to show how careers education has improved since the mid-1980s, but there is still much work to be done. New challenges must be met by those responsible for planning and delivering careers education if students are to be well prepared for making informed and realistic career decisions. These materials are intended to support staff with these responsibilities. Model schemes of work, assessments of learning, teaching and learning styles, and evaluation have rarely been considered in specific careers education and guidance context. The purpose of this information packet is to examine in depth those areas of careers curriculum planning that have had little previous attention. The packet is divided into seven sections focusing on: introduction, background and purpose of the packet; the national framework for careers education; curriculum models and the delivery of careers education; teaching and learning strategies; schemes of work and lesson plans; assessing students career learning; and evaluating the effectiveness of careers programs. (Contains 22 references.) (GCP)

The purpose of this paper is to present the results of a study on public relations activities of practicing school psychologists. School psychologists have been called upon to take responsibility for increasing awareness of the profession and building partnerships with potential consumers. With the Practical Strategies Initiative and suggested best practices in public relations, the issue of public relations has garnered heightened interest in the National Association of School Psychologists' community. This study was conducted to investigate to what extent practitioners are engaging in these recommended activities, specifically those that target teachers, parents, and students. The importance of public relations activity was discussed, along with the suggested activities present in the literature. Results of the study were also discussed, including the activities practitioners employ, a description of the visible school psychologist, and participants' thoughts on the issue of public relations. (Author/GCP)

ED 464 310 CG 031 749

Edwards, Lisa M.; Price, Gary E.
The Relationship between Perceived Parenting Style and Hope in College Students.
PUB DATE- 02
NOTE- 9p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Parent Child Relationship; *Parent Influence; *Parenting Styles; Student Attitudes; Student Characteristics
IDENTIFIERS- *Authoritative Parenting; *Hope

The purpose of this study was to investigate the relationship between levels of hope and perceived parental authority style in college students (N=251). It was expected that there would be a positive relationship between authoritative parenting and students' levels of hope. It was also expected that there would be a negative relationship between authoritarian parenting and levels of hope. Results reveal that authoritative parenting, with its high but balanced levels of nurturance, communication, control, and maturity demands, appears to consistently be related to positive outcomes in children as well as adolescents. While this study does not indicate causality or the direction of the relationship between hope and authoritative parenting, it serves as a springboard for future studies of parenting style and positive outcomes such as hope. (Contains 16 references and 1 table.) (GCP)

ED 464 311 CG 031 750

Goldberg, Julie H.; Halpern-Felsher, Bonnie L.; Millstein, Susan G.
Beyond Invulnerability: The Importance of Benefits in Adolescents' Decisions To Drink Alcohol and Smoke Marijuana.
PUB DATE- 02
NOTE- 27p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (9th, New Orleans, LA, April 11-14, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Education; *Modeling (Psychology); *Parent Child Relationship; *Parent Role; *Story Reading
IDENTIFIERS- *Family Activities; Read Along

The message of this series of books, "Parents and Children Together," is that parents and children should get together, talk about stories, and learn together. This book, "Parents as Models," contains several stories that can be read and discussed by parents and children in a relaxed way. The book has a companion audiotape. Advice is given in the first part of the book as to how to have fun while you read and learn. In the second half of the book and on one side of the audiotape are ideas and guidelines for the interested parent. Following an introduction, the book is divided into these parts: Getting Started; Read along Stories ("The City Mouse and the Country Mouse"; "The Baker and the Beggar"; "The Night Something Happened"); and Parents as Models (Parents as Models; Questions about Parenting; Be a Model in Practical Ways; Books for Parents and Children; Books for Parents; Books To Read Together; Books for Children To Read on Their Own; Online and Printed Periodicals; and Online Resources for Parents). (NKA)

ED 464 332 CS 510 881

Smith, Michael W.; Wilhelm, Jeffrey D.
"Reading Don't Fix No Chevys": Literacy in the Lives of Young Men.
PUB DATE- 02
NOTE- 224p.; Foreword by Thomas Newkirk.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Case Studies; Conventional Instruction; Educational Research; High Schools; Interviews; *Language Arts; *Literacy; *Males; Middle Schools; Research Methodology; School Culture; *Student Attitudes; *Youth Problems
IDENTIFIERS- *Literacy Engagement; Reading Logs

The problems of boys in schools, especially in reading and writing, have been the focus of statistical data, but research rarely points out how literacy educators can combat those problems. This book shares what the authors learned in working with a diverse group of young men to understand how they use literacy and what conditions promote it. Through a variety of research methods and an extended series of interviews with 49 young men in middle and high school who differ in class, race, academic achievement, kind of school, and geography, the educator/researchers identified the factors that motivated these young men to become accomplished in the activities they most enjoyed--factors that marked their literate activities outside of school, but were largely absent from their literate lives in school. According to the book, the study questions the way reading and literature are typically taught and suggests alternatives to traditional instruction. Building their findings on their understanding of the powerful and engaging experiences boys had outside of school, the educator/researchers discuss why boys embrace or reject certain ways of being literate, how boys read and engage with different kinds of texts, and what qualities of texts appeal to boys. The book highlights the importance of choice, the boys' need to be shown how to read, the cost of traditional teaching of difficult canonical texts, and the crucial place of meaningful social activity. Appended are the major coding categories; reading log directions; and category systems for the protocol

IDENTIFIERS- Graduation Exit Exam for the 21st Century LA; Sample Materials

Louisiana is transforming public education with the "Reaching for Results" reform initiative. "Reaching for Results" includes higher standards for what students should know and be able to do, school and district accountability, increased resources for schools and students, and a new testing program, including the Graduation Exit Exam for the 21st Century (GEE 21). The goal of the GEE 21 is to ensure that students graduate from high school with some basic skills and knowledge in English, math, science, and social studies. The GEE 21 replaces the old GEE, which has been in place since 1989. On the GEE 21, instead of receiving "pass" or "fail" scores, students will receive an achievement level ranging from a top level of "Advanced" to a failing level of "Unsatisfactory." Students who are in the 10th grade in Spring 2001 must pass the English and math tests to graduate. This booklet contains GEE 21 Math and English sample test questions. In the booklet, the questions are arranged from least difficult (Approaching Basic) to most difficult (Advanced). The booklet is divided into the following sections: GEE 21 Achievement Levels; Sample Math Test Items; Sample English Language Arts Test Items; High-Stakes Testing Questions and Answers; and Test-Taking Tips. (NKA)

ED 464 352 CS 510 961

Grade 10 English Language Arts Released Test Items: Sample Student Work Illustrating GEE 21's Achievement Levels.

PUB DATE- 01

NOTE- 39p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Academic Achievement; Constructed Response; *Grade 10; High Schools; Information Sources; *Language Arts; Multiple Choice Tests; Public Schools; Skill Development; Student Educational Objectives; Test Items; *Writing Instruction

IDENTIFIERS- Graduation Exit Exam for the 21st Century LA; Writing Samples

In the school year 2000-2001 students in Grade 10 took the Graduation Exit Examination for the 21st Century (GEE 21) Language Arts and Mathematics tests for the first time. For GEE 21, student scores are reported in terms of five achievement levels: Advanced, Proficient, Basic, Approaching Basic, and Unsatisfactory. This booklet is part of a series meant to promote understanding of the knowledge and skills that students must have and the kinds of work they must produce to be successful on the GEE 21. The booklet presents student work in the English Language Arts test that was completed as part of the GEE 21 assessment. It includes examples of multiple-choice and constructed response (short answer, extended response, or essay) items, and a written composition, all of which exemplify what students scoring at specified achievement levels should know and be able to do. In the booklet, a discussion of each item highlights the knowledge and skills it is intended to measure, as well as strengths and weaknesses in the student work on the item. The booklet states that the GEE 21 English Language Arts test is composed of four parts--Writing; Using Information Resources; Reading and Responding; and Proofreading. It outlines each of the four parts and provides examples. Achievement level definitions for English Language

NOTE- 50p.; Appendixes to the document contain copyrighted material and are not included in the version available from the Web site, nor are the appendixes available from ERIC. Part of the Alabama Reading Initiative Summer Institutes 2001.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Inservice Teacher Education; *Instructional Effectiveness; Professional Development; *Reading Difficulties; *Reading Improvement; *Reading Instruction; *Student Evaluation; Teacher Role; *Teaching Methods
IDENTIFIERS- Alabama Reading Initiative

This inservice professional development module, part of the Alabama Reading Initiative, presents research summaries, notes for presenters, and activities. The Effective Intervention module relays that if we do not do what the research tells us to do with students who struggle to read, then we have no reason to expect different results. However, if we do what the research tells us to do, all but a very few severely handicapped students will learn to read well. Teachers of struggling readers must learn to let the needs of the learner guide his/her instruction. Sections of the module, and associated objectives, are: (1) "What Does the Research Say?" (know what the research has established as effective practices for struggling readers; and evaluate current school intervention efforts in light of what the research establishes as effective practices for struggling reader and identify which practices need to be added and/or revised); (2) "Ongoing Assessment and Evaluation" (connect the use of informal assessment measures to determining which students are fluent readers and comprehenders of grade-level materials and which will be targeted for intervention; review how to use informal assessment data to monitor learning and guide instruction; and define who will be targeted for intervention during the 2001-2002 school year); (3) "Organizing the Classroom and School for Intervention" (evaluate special practices and organizational adjustments that can be implemented in their schools to provide struggling readers with what is needed to significantly increase their reading achievement); (4) "Basic Principles of Highly Specialized Reading Instruction" (understand the basic characteristics of skillful reading; how to empower learners to use what they know to figure out what they do not know; how to let the learners guide teaching; how to provide lots of practice reading appropriate supportive texts; and how to accelerate learning for struggling readers); (5) "An Instructional Framework for Effective Intervention" (how to structure a lesson that promotes all aspects of skillful reading; and how to implement a lesson featuring the four basic principles of highly specialized instruction addressed in section 4); and (6) "Plan for Serving Struggling Readers" (know their specific role in providing for struggling readers). (RS)

ED 464 371 CS 511 131

Comprehension Strategies: Grades K-1. Alabama Reading Initiative.
PUB DATE- 01
NOTE- 57p.; Part of the Alabama Reading Initiative Summer Institutes 2001.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

necessary support for staff to carry out sound school, curriculum, and instructional practices. SREB maintains that professional leadership certificates should be awarded only to persons who have demonstrated the ability to improve curriculum, instruction, and student learning. Local districts need to think about how they will attract high performers. Universities need to create school leadership preparation programs that will make a difference in improving schools and student achievement. (DFR)

ED 464 389 EA 031 595

Bottoms, Gene
State Leadership in Improving High Schools for More Students.
PUB DATE- 01
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Academic Standards; *Black Students; Curriculum Problems; Educational Change; *Educational Improvement; *Evaluation; *High Schools; *Leadership; Mathematics; *Minority Groups; Public Schools; Sciences
IDENTIFIERS- *High Schools That Work

The High Schools That Work (HSTW) program is geared to help public high schools meet high standards for many more students by building educational programs around college-preparatory-level academic studies and challenging career concentrations. The program is based on the belief that almost all students can learn advanced-level academic and technical concepts when they are nurtured in an environment of high expectations and support. Based on the results of the 1998 HSTW Assessment of more than 34,000 students at 770 HSTW sites in 22 states, this report answers 3 questions: (1) What progress is being made in getting more career-bound students to meet the HSTW performance goals? (2) Which school and classroom experiences are associated with higher achievement? (3) How can states move toward getting 85 percent of career-bound students to meet the HSTW performance goals? If states' political and educational leaders share the Southern Regional Education Board's belief that rigorous vocational studies can motivate more students to complete an upgraded academic core, and if these leaders accept the lessons described in this report, they need to help more schools and students benefit from these experiences. This effort includes integrating some of the essential practices from the HSTW initiative into state accountability systems and broadening state assessments to link quality vocational studies and challenging academic studies. (DFR)

ED 464 390 EA 031 596

Hoachlander, Gary; Alt, Martha; Beltranena, Renee
Leading School Improvement: What Research Says. A Review of the Literature.
PUB DATE- 01
NOTE- 58p.; Supported by a grant from the Wallace-Reader's Digest Funds.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Accountability; *Administrative Organization; Educational Change; Educational

Classroom situations) (055)
DESCRIPTORS- *Educational Innovation; *Educational Philosophy; *Educational Policy; *Educational Practices; Educational Research; Elementary Secondary Education

In their struggle to identify successful solutions for their schools, teachers, administrators, board members, and parents must wade through reams of educational rhetoric and sales hype. This resource is designed to serve a broad audience of practicing teachers, preservice teachers, administrators, resource teachers, college professors, parents, and others who would like to stay abreast of new education programs and innovations. It objectively explains how each program, practice, and philosophy is supported by research and how it really works in schools. It provides straightforward definitions and concisely illustrates the practical applications and supporting research for approximately 125 educational innovations. Entries include feedback from award-winning teachers, giving educators an unbiased view of real-world effectiveness. Some highlights are as follows: (1) the exploration of more than 60 innovative practices, including assertive discipline, computer-assisted instruction, conflict resolution, distance learning, and the Socratic method; (2) an examination of results-oriented programs, including emergent literacy, Jumpstart, and Touch Point Math; (3) detailed discussion of policies regarding immersion and inclusion, standardized testing, and summer school; and (4) comprehensive coverage of movement, concepts, and theories, including brain-based learning, mainstreaming, multicultural education, and school vouchers. (Contains 135 references.) (RT)

ED 464 411 EA 031 648

Jordan, Catherine; Orozco, Evangelina; Averett, Amy
Emerging Issues in School, Family, & Community Connections. Annual Synthesis, 2001.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 77p.; Produced by the National Center for Family & Community Connections with Schools. Contributors include Joan Buttram, Marilyn Fowler, Deborah Donnelly, Margaret Myers, and Lacy Wood.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Family School Relationship; Literature Reviews; *School Community Relationship; School Involvement
IDENTIFIERS- Reform Efforts

This research synthesis examines key issues in the field of family and community connections with schools. These issues represent critical areas of work where clarification, agreement, and further development are needed, as well as promising new directions that are emerging. After reviewing and examining more than 160 publications, four key issues emerged: that the concept of family and community connections with schools needs to be clarified, that outcomes of family and community connections with schools need to be measured in a consistent way, that the research base for family and community connections with schools needs to be advanced, and that critical areas for research in this field still exist. These critical areas include forging connections with families from culturally diverse backgrounds; connecting families with

SPONS. AGENCY- Minnesota State Dept. of Children, Families, and Learning, St. Paul.
PUB DATE- 01
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); *Disabilities; *Disadvantaged Youth; Due Process; Federal Legislation; Federal Regulation; Parent School Relationship; Program Development; School Districts; *State Regulation; State Standards
IDENTIFIERS- Individuals with Disabilities Education Act; *Minnesota; *Surrogate Parents

This manual is designed to assist Minnesota school districts in implementing surrogate parent programs under federal law (the Individuals with Disabilities Education Act) and federal and state regulations. An introduction notes that Minnesota special education rules expand on the federal law by clarifying what school districts must do, including systematically identifying students in need of a surrogate parents, recruitment and appointment of eligible volunteers, and provision of volunteer training. Part 1 explains both federal regulations and state rules concerning locus of responsibility; due process and procedural safeguards; and surrogate selection, skills and duties, and removal. Part 2 provides suggestions for the design of surrogate parent programs based on methods that have been successful in many localities. Part 3 considers questions that frequently arise as districts carry out their surrogate parent programs and offers guidelines on addressing these issues. Part 4 offers practical resources including the texts of relevant portions of federal and state law and sample letters and materials that school districts can adapt to fit their programs. (DB)

ED 464 432 EC 308 933

Stores, Gregory, Ed.; Wiggs, Luci, Ed.
Sleep Disturbance in Children and Adolescents with Disorders of Development: Its Significance and Management. Clinics in Developmental Medicine.
PUB DATE- 01
NOTE- 221p.; Published by Mac Keith Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Child Development; Children; *Developmental Disabilities; *Disabilities; *Neurological Impairments; *Neuropsychology; Pediatrics; Psychiatry; Psychological Patterns; *Sleep
IDENTIFIERS- *Sleep Disorders

The 30 papers in this collection are arranged in five sections which address general issues, neurodevelopmental disorders, other neurological conditions, non-neurological pediatric disorders, and psychiatric disorders. The papers are: (1) "Sleep Disturbance: A Serious, Widespread, Yet Neglected Problem in Disorders of Development" (Gregory Stores and Luci Wiggs); (2) "Normal Sleep Including Developmental Aspects" (Stores); (3) "Sleep Problems and Sleep Disorders: General" (Stores and Wiggs); (4) "Sleeplessness" (Wiggs and Stores); (5)

Kober, Nancy
Twenty-Five Years of Educating Children with Disabilities: The Good News and the Work Ahead.
PUB DATE- 02
NOTE- 66p.; An extension of an earlier effort by AYPF and LEP to summarize progress in general education over the past 2 decades. For report on this earlier effort, see ED 440 467.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Access to Education; Attitudes toward Disabilities; *Disabilities; Early Childhood Education; Educational Assessment; Educational Legislation; *Educational Trends; Elementary Secondary Education; Family Involvement; Federal Legislation; High School Graduates; Incidence; *Inclusive Schools; Parent Participation; Postsecondary Education; Preschool Children; Professional Development; *Special Education; Student Evaluation; Student Participation; Student Placement; Teacher Education
IDENTIFIERS- *Individuals with Disabilities Education Act

This publication highlights statistics showing the progress made during the past quarter-century in educating children with disabilities. It also includes data showing how much more needs to be done to prepare all students with disabilities for a productive and independent future. Part 1 discusses sources of the statistics and the key role of the federal government in expanding educational opportunities. Part 2 summarizes positive trends in special education based on 16 indicators, and Part 3 discusses future challenges. The information indicates: (1) the goal of ensuring access to public education for students with disabilities has largely been met; (2) the Individuals with Disabilities Education Act (IDEA) has been a major force behind this progress, but credit is also due to parents and educators and changing attitudes toward students with disabilities; (3) a solid infrastructure is now in place for educating students with disabilities; (4) it is time for special education to look beyond ensuring access as an endpoint and focus on improving educational quality for students with disabilities; (5) standards-based reform in general education has created new challenges for special education; and (6) it is time to rethink both the requirements and funding levels of IDEA. (Contains 17 references.) (CR)

ED 464 451 EC 308 963

Doty, Michelle; Seiler, Ron; Rhoads, LaRae
Assistive Technology in the Schools: A Guide for Idaho Educators.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 169p.; Compiled by the Idaho Assistive Technology Project.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Technology; Augmentative and Alternative Communication; Court Litigation; Decision Making; Delivery Systems; *Disabilities; Educational Environment; Educational Legislation; Educational Technology; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; Federal

Access for Children with Culturally Diverse Backgrounds" (Paul Greenbaum and Eric C. Brown); (7) "The Child and Family Experience of the Mental Health System" (Katherine Lazear); and (8) "Development and Validation of an Instrument To Measure Interagency Coordination and Collaboration" (Paul Greenbaum and Eric C. Brown). (DB)

ED 464 470 EC 308 985

Katz-Leavy, Judy; Bornemann, Thomas; Burns, Barbara J.; Friedman, Robert; Jenson, Peter; Osher, Trina
Overview and Implications of the Surgeon General's Report on Mental Health. Topical Discussion.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 5p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (13th, Tampa, FL, March 5-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Child Development; Children; Delivery Systems; *Emotional Disturbances; Family Role; Federal Programs; *Mental Disorders; *Mental Health; *Mental Health Programs; Organizational Change; *Outcomes of Treatment

This brief paper on a topical discussion session held at a conference on children's mental health about implications of the 1999 report, "Mental Health: A Report of the Surgeon General," for children. The discussion focuses primarily on the chapter in the report specifically about children and mental health with comments by four individuals who contributed to the chapter. Thomas Bornemann described the overall process of developing the report and gave an overview of it and the role of such reports in influencing change. Peter Jenson described the overall framework for the children's chapter, which included a strong developmental perspective emphasizing protective factors and risk factors as well as the importance of an integrated biological, psychological, and sociocultural perspective. Barbara Burns reviewed the findings of the report with regard to the efficacy and effectiveness of clinical interventions. The report concluded that there is a range of psychosocial and pharmacological treatments in a variety of settings that have been demonstrated to be efficacious in children. Robert Friedman summarized findings with regard to the service delivery system, especially the systems of care approach. Trina Osher stressed the report's emphasis on the role of families in systems of care. (DB)

ED 464 471 EF 005 280

The School without Walls: Education Specification.
SPONS. AGENCY- Twenty-First Century School Fund, Washington, DC.
PUB DATE- 98
NOTE- 22p.; Produced by Einhorn Yaffee Prescott Architecture & Engineering, P.C. EYP Project No. 21296.00.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Design Requirements; *Educational Facilities Design; Educational Facilities Improvement; *Educational Facilities Planning; High Schools; Public Schools; Urban Schools

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; *Language Usage; *Nepali; *Pronouns; Sex Differences; *Spouses; Uncommonly Taught Languages
IDENTIFIERS- *Address Forms; Nepal

This paper examines the pronominal system of address between spouses in Nepal. Nepal has eight pronouns corresponding to the t/v distinction, some of which are honorific, and some of which are non-honorific. According to the degree of respect implied, they are massif, sarkaar, hajur, yahaaN, TapaiIN, aaphu, Timi, and TaN. Massif and sarkaar are the rigid forms, reserved for use by the royal family, and are only used ironically among common Nepal couples. Timi and TaN are non-honorific, and the other four are honorific. Husbands use non-honorific forms to address their wives, while wives use honorific forms to address their husbands. Reciprocal use of either form except Timi is nonexistent. The form TaN is never used by a wife to her husband except in extremely emotional cases. A husband never uses an honorific form to his wife except ironically. The forms of address to the husband change as his social status upgrades, while forms of address to the wife never change. The determining factor is not age, sex, cast, post, academic qualification, or financial condition. The social norm that a wife is inferior to her husband is the determining factor in pronoun use between Nepalese couples. (SM)

ED 464 493 FL 027 253

Flores, Will A.; Arrasmith, Dean G.
The Traits of Effective Spanish Writing = Las caracteristicas de la buena escritura en espanol. Second Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 150p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education; Elementary Secondary Education; Evaluation Methods; *Limited English Speaking; Scoring Rubrics; *Spanish; Student Evaluation; Teaching Methods; Writing Instruction; *Writing Skills

This English-Spanish language report includes the rationale for creating an assessment model for Spanish writing, offering an overview of the components of high quality assessment for any subject area, particularly Spanish writing. It presents the characteristics of effective Spanish writing, rubrics for scoring student performance based on the characteristics, and student writing samples (all from the work of bilingual and English as a Second Language teachers in the field). The 13 sections look at the following: "Introduction"; "Changing Demographics"; "The History of Bilingual Education"; "The Benefits of Spanish Language Instruction"; "Characteristics of High-Quality Assessment"; "Assessment Options for Spanish Speaking ELLs"; "A Better Option: Dual Assessment Development"; "The Traits of Effective Spanish Writing: Las caracteristicas"; "How the Spanish Traits Relate to the English 6 1 Traits"; "Rubricas para la evaluacion"; "Student Writing Samples" (tema e ideas, organizacion, tono y estilo, uso del lenguaje, fluidez, and gramatica y ortografia); "Classroom Applications and Strategies for Teaching Spanish Writing"; and "Conclusion."

Content in Second Language Reading by Gender across Instructional Levels" (Cindy Brantmeier); (9) "Reading between the Lines: Detecting, Decoding, and Understanding Idioms in Second Languages" (John I. Liontas); (10) "Advanced Second Language Readers' Inferencing" (JoAnn Hammadou Sullivan); (11) "When Phonological Limitations Comprise Literacy: A Connecticut Approach to Enhancing the Phonological Competence of Heritage Language Speakers of Spanish" (Maria M. Carreira); and (12) "Literacy in Digital Environments: Connecting Communities of Language Learners" (Mary Ann Lyman-Hager, Ann Johns, Honorine Nocon, and James N. Davis). (Papers contain references.) (SM)

ED 464 513 FL 027 276

Alvarez, Esther A.
The Development of Reference to Space in a Narrative Task of a Spanish/English Bilingual Child from the Age of 7 to 11.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Conference on the Acquisition of Spanish and Portuguese as First and Second Languages (4th, Urban, IL, October 11-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; Childrens Literature; English; Foreign Countries; Perception; Picture Books; Spanish; *Spatial Ability
IDENTIFIERS- Spain; *Spatial Relationships (Sentences)

This study followed a child born in a bilingual (English and Spanish) family who had daily exposure to both languages since birth. The study examined how bilingual acquisition proceeded in this child who was receiving different, often contradictory, cues from the structure of the two languages. The family lived in Barcelona, Spain, and the child attended a British English school. Spanish was his strongest language. Researchers used a picture book story to elicit responses and examine his development of reference to space and spatial relations. Sessions were taped yearly from age 6 years 11 months to age 10 years 11 months (first in English, then in Spanish 10 days later). Analysis of transcriptions indicated that for this bilingual child, development of the expression of movement was different in the two languages. He lagged behind in the use of manner verbs and combinations of movement verb satellite in English, and he compensated for this by using deictic verbs. Change of location verbs have a stronger influence in English in than in Spanish when using the indefinite article for the first mention of inanimate objects. However, in both languages, the encoding of characters' movements did not receive adequate attention in his narratives. (SM)

ED 464 514 FL 027 285

Lindholm-Leary, Kathryn J.; Borsato, Graciela
Impact of Two-Way Immersion on Students' Attitudes toward School and College. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.; Based on a Research Report (No. 10) published by the Center for Research on Education, Diversity & Education: "Impact of Two-Way Bilingual Elementary Programs on Students' Attitudes toward School and College," by Kathryn J. Lindholm-Leary and Graciela Borsato.

Retention Assets of Institutions of Higher Education and Their Communities; (5) The Infrastructure of Retention and Student Support; and (6) Student Development and Its Implications for Retention. Part 3, Five Dimensions of Retention Programmes, contains: (7) Dimension 1: The Scope of the Retention Programme; (8) Dimension 2: Sponsorship of the Retention Programme; (9) Dimension 3: The Outreach Function of the Retention Programme; (10) Dimensions 4: Roles of Retention Facilitators; and (11) Dimension 5: The Helping Process in Retention. Part 4, the conclusion, contains a single chapter: (12) Developing the Retention Programme: An Exemplar. (SLD)

ED 464 535 HE 034 845

Clarke, Marguerite; Shore, Arnold
The Roles of Testing and Diversity in College Admissions.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 01
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Admission Criteria; *College Admission; *College Applicants; *Diversity (Student); Ethnicity; Higher Education; Minority Groups; Racial Differences; Scores; *Selection; Test Results; Test Use

In order to understand the roles of test scores and diversity characteristics (including race and ethnicity) in the admission process, National Board researchers interviewed admissions directors who worked at selective public and private institutions are well as admissions consultants in the summer and fall of 1999. This report presents an overview of the roles that test scores and diversity characteristics play at the different stages of the admission process, as identified by the interviewees. The overarching theme is the variety of ways in which selective institutions use test score and diversity information, from tools for marketing and recruitment to information for admissions decision making to foci for support services on campus. Also presented are the strategies that interviewees identified for balancing the effects of these roles on the academic and racial/ethnic composition of the applicant, admitted, enrolled, and retained student body. The report also explores some of the options that colleges have in their use and interpretation of test score and diversity information, and it presents some suggestions about colleges might begin to think about the roles of test scores and diversity characteristics of the admission process. Appendixes contain two interview protocols. (Contains 21 references.) (SLD)

ED 464 536 HE 034 846

Student Financial Aid Handbook for Foreign Schools, 2001-2002.
PUB DATE- 02
NOTE- 276p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Students; Eligibility; Foreign Countries; Higher Education; Participation; *Student Financial Aid; Student Loan Programs; *Study Abroad

course sections were taught by full-time faculty. The faculty matrix also shows that about 75% of all faculty received their highest degree since 1980 and approximately 5% received their highest degree before 1970. Approximately 25% of all faculty earned their highest degree from Nova Southeastern University. An appendix contains eight tables of faculty information. (SLD)

ED 464 556   HE 034 871

MacFarland, Thomas W.
Fall Term 1999 Nova Southeastern University Students Respond to a Broad-Based Satisfaction Survey. Research and Planning Report.
PUB DATE- 00
NOTE- 48p.; For a related report on this satisfaction survey, see HE 034 056.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Educational Planning; Higher Education; *Satisfaction; *Services; Student Surveys
IDENTIFIERS- Academic Support Services; *Nova Southeastern University FL

In 1996, Nova Southeastern University (Florida) conducted surveys of student satisfaction with academic resources and services. This study replicated the prior survey process, collecting contemporary information from fall term 1999 students. The population for this survey consisted of all enrolled students at that time. In all, 3,366 students were targeted from a population of 17,954 students, and responses were received from 2,637. The statistics presented in this report provide evidence of the generally positive opinions that students have about Nova Southeastern University and its services. Of 44 statements asking for a rating of the University's services, 38 had a modal response of 4 (satisfied) or 5 (very satisfied). The lowest overall satisfaction was expressed in the area of student services. These findings should be useful for the University's planning process in the future. (Contains 17 tables and 12 references.) (SLD)

ED 464 557   HE 034 872

MacFarland, Thomas W.
Nova Southeastern University's Employees Respond to a 1999 Office of Human Resources Customer Satisfaction Survey. Research and Planning Report.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Employee Attitudes; *Employees; Higher Education; *Human Resources; *Job Satisfaction; *Services; Surveys
IDENTIFIERS- *Nova Southeastern University FL

In 1999 the Office of Human Resources at Nova Southeastern University (Florida) prepared a survey, based on a previous study, to gather information about employee satisfaction with the University's services. This report summarizes the results of this customer satisfaction survey. Surveys were returned by 466 of the 1,941 potential respondents, a return rate of 24%. It is possible that the respondents are not fully representative of the entire employee population with disproportionate numbers of women and new employees responding. Overall, there was a high degree of satisfaction with services,

Significant Trends Affecting Higher Education in the SREB States.
PUB DATE- 02
NOTE- 7p.; For the "Fact Book on Higher Education, 2000-2001," see ED 454 782.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Benchmarking; *Budgeting; Educational Trends; *Financial Support; *Higher Education; *State Aid; Trend Analysis
IDENTIFIERS- *Southern Regional Education Board

This Bulletin focuses on comparing and tracking funding levels for higher education and serves as a complement to the "Fact Book on Higher Education" published by the Southern Regional Education Board (SREB). When appropriations for higher education were adjusted for inflation, they decreased in 23 states between the 2000-2001 and 2001-2002 budget years. Of these 23 states, 10 were SREB states. Six SREB states did increase their inflation-adjusted spending on higher education. In every 5-year period since 1986-1987, appropriations for higher education in the SREB region increased more than the national average, or decreased less. However, the setbacks in so many SREB states may jeopardize the region's aspirations to continue improving its national standing in funding colleges, universities, and technical institutes. The new data gathered by the SREB related to higher education provide baseline benchmarks that make it possible to improve the tracking of trends in the years ahead. (SLD)

ED 464 579 HE 034 924

Lincoln, Yvonna S.
Audiencing Research: Textual Experimentation and Targeting for Whose Reality? ASHE Annual Meeting Paper.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (26th, Richmond, VA, November 15-18, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Higher Education; *Qualitative Research; *Research Reports; Research Utilization
IDENTIFIERS- *Audience Specification

Seen from within the discipline of qualitative methods, the move to experimental forms of representation of research is an effort to represent live experience more richly and to connect social science research more closely to literary, poetic, and performance forms that address communities and indigenous discursive structures outside of academe. Seen from outside the discipline, the proliferation of experimental or messy texts might be seen as a challenge to the traditional concept of the appropriate audiences for research. Audiencing, the cultural and ideological elicitation of texts serves to create possibilities for multiple texts, multiple forms, and the deployment of varied literary forms for higher education research as well as multiple explorations of research findings from different theoretical perspectives. Addressing different segments of the multiple communities the researcher wants to reach with different texts and different kinds of texts can be

Bowman, Hari P. Koirala, Linda Espinoza Edmonds, and Marsha Davis); (12) "Actively Engaging Learners in Interdisciplinary Curriculum through the Integration of Technology" (Karen Dutt-Doner, Marty Wilmer, Cathy Stevens, and Lisa Hartmann); (13) "Collecting and Manipulating Weather Data: Using Technology Tools in a First-Grade Classroom" (Susan Gallagher); (14) "Videoconferencing in the Classroom: Special Projects toward Cultural Understanding" (Rachel B. Gerstein); (15) "Teaching and Learning in World Wide Web-Connected Classrooms" (Bruce O. Barker and David J. Whiting); (16) "Persistence and Motivation: A New Teacher's Path to Technology Infusion" (Patricia McGee); (17) "Students and Support for Technology in the Elementary Classroom" (David M. Marcovitz, M. Khalid Hamza, and Vicky R. Farrow); (18) "HyperStudio for Grade-One Students: A Case Study" (Shelley Anne Burgstaller and Dean S. Cristol); and (19) "How Can Technology Enhance Children's Natural Curiosity?" (Kathleen Hogan and Damian Gomm). (Contains 265 references and an index.) (AEF)

ED 464 600 IR 021 183

Quinn, Bill; Foshay, Rob; Morris, Barbara
Teaching Early Mathematics with PLATO R Software: An Overview of the New PLATO Elementary Mathematics Curricula and How To Use Them. Technical Paper.
PUB DATE- 01
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Software; *Courseware; Curriculum Development; Educational Media; *Educational Technology; Elementary Education; Instructional Materials; *Learning Activities; Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Student Projects; Teaching Methods
IDENTIFIERS- Technology Implementation

The "PLATO R Math Expeditions" and "PLATO R Projects for the Real World" curricula are designed to implement effective, research-based instructional practices. "Math Expeditions" is designed to give elementary grade users the mathematics skills and practice needed to solve real-life problems. Across the eight Levels, A through I (K-8), this curriculum provides opportunities in 134 lessons and 399 activities for students to learn number facts and operations, fractions, measurement, geometry, ratios/proportions, probability/statistics, and reasoning skills. This curriculum can be used alone or in conjunction with "Projects for the Real World," which include activities such as map reading and labeling, graphs, photos of Maya ruins and planets, planning, and writing. In Levels A through I, 46 units include 245 projects with a total of 793 activities, all with a great variety of learner activity. Learners solve math problems, and are asked to integrate the math with the full range of activities in each project. In one project, a learner can be asked to tabulate and display data, do addition in order to answer questions, draw graphs, and play learning games. Together, "Math Expeditions" and "Projects for the Real World" offer over 830 hours of instruction and practice in mathematics skills and strategies. These courses can be combined with the other highly successful PLATO courses, particularly Math Fundamentals, Pre-Algebra. Following a review of research that discusses instructional issues in six specific areas of instructional focus, this Technical Paper consists of five parts focusing on: research on early mathematics

Instruction; *Technological Literacy; *Web Based Instruction; World Wide Web
IDENTIFIERS- Austin Peay State University TN; *Course Development; Learning Environments; Virtual Universities; Web Site Design

A graduate communications course in multimedia literacy uses a completely online environment to assemble faculty and curriculum resources normally unavailable in traditional classrooms. Guided by a teacher/coordinator, a librarian teaches information literacy by examining Internet copyright and fair use issues, ethics, and the evaluation of free-and fee-based materials. A Webmaster teaches World Wide Web site design principles and management for group projects, and each student creates a Web portfolio. Students and faculty offer evaluations and recommendations for the course in the future. While online courses offer access to education to those who would otherwise be unable to continue learning, the online environment offers both challenges and opportunities for educators to explore and expand teaching practices and resources. In Web-based courses, educators are forced to look outside the classroom "box." The graduate communication course in multimedia literacy at Austin Peay University (Tennessee) described in this paper began as a series of challenges. As approaches were taken to maximize Web environment opportunities, solutions began to be found. New alliances for teaching were forged in the process. (Author/MES)

ED 464 621 IR 021 390

Desai, Raj; Loso, Ted
Enhancing Classroom Teaching with Online Web-Based Tools.
PUB DATE- 02
NOTE- 6p.; In: Teaching, Learning, & Technology: The Connected Classroom. Proceedings of the Annual Mid-South Instructional Technology Conference (7th, Murfreesboro, TN, April 7-9, 2002); see IR 021 870.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Higher Education; *Instructional Design; *Instructional Materials; *Media Adaptation; *Training; *Web Based Instruction; World Wide Web
IDENTIFIERS- Training Needs; Web Site Design

Materials developed for a World Wide Web class, used in the regular classroom, improved classroom delivery significantly. A combination of Web material and classroom lecture may be the ideal combination for some subjects. This paper shows how some of the Web tools can be used to the teacher's advantage in the regular classroom. University support is vital for Web development, and the paper also looks at training needs for faculty to offer Web-assisted courses. Online grade information and bulletin boards are generally used with Web courses, and faculty need training in incorporating these tools in their Web-assisted courses. (Author/MES)

ED 464 622 IR 021 391

Ensminger, David C.; Surry, Daniel W.
Faculty Perceptions of Factors That Facilitate the Implementation of Online Programs.
PUB DATE- 02
NOTE- 9p.; In: Teaching, Learning, & Technology: The Connected Classroom. Proceedings of the Annual Mid-South Instructional

Information Portals; using personal digital assistants to assist physicians with just-in-time retrieval of medical information to support patient care; California Web laws; using the phone to increase research results; the new Dutch curriculum; Win2K and public access computers; video streaming applications; scooping a Web project; what searchers and end users need to know; usability observation; increasing the value of the school library catalog with Internet resources; incorporating information literacy standards into an Internet class; and rebuilding a library Web site. (MES)

ED 464 642 IR 058 456

Buzzeo, Toni
Collaborating To Meet Standards: Teacher/Librarian Partnerships for K-6.
PUB DATE- 02
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Information Literacy; *Learning Modules; *Librarian Teacher Cooperation; *Library Instruction; Models; National Standards; *School Libraries
IDENTIFIERS- Information Power (AASL AECT)

This book is written for practicing elementary library media specialists and their teaching partners. It is intended to be a guide in the endeavor to satisfy the 1998 Information Power mandate. In addition to a roundup of opinions, research, and philosophy from the library literature--and from working media professionals--about collaboration, which is essential to the understanding of the mandate, there are useful and practical suggestions for its implementation and its impact. Chapter One is a history of cooperation and collaboration in school libraries over the past decade. Chapter Two examines the definitions and benefits of collaboration and the studies that have proven its value, quantitatively. Chapter Three discusses the factors necessary for success and the keys to overcoming roadblocks, including the stories of many practicing library media specialists who have struggled and succeeded with scheduling problems, resistant teaching partners, and challenging school cultures. Chapter Four contains a common template for use in planning collaborative units. Contains and index. (AUTH/AD)

ED 464 643 IR 058 457

Kelly, Maurie Caitlin, Ed.; Kross, Andrea, Ed.
Making the Grade: Academic Libraries and Student Success.
PUB DATE- 02
NOTE- 143p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Libraries; Higher Education; *Information Literacy; Information Technology; Library Instruction; *Library Role; Library Services; Library Surveys; *School Holding Power; *Success

This book presents analyses that look at the many factors that can impact student success, such as technological capability, diversity, and information literacy. The importance of

IDENTIFIERS- Los Angeles Community College District CA; University of Southern California

This is a report on the Los Angeles Transfer and Retention of Urban Community College Students (TRUCCS) Project, which tracks approximately 5,000 community college students from nine campuses of the Los Angeles Community College District in order to gather information on retention and persistence. The project also investigates urban community college student patterns of reverse transfer, remediation, and social integration. The report indicates that the student ethnic and age diversity in the TRUCCS project reflects the total ethnic and age diversity of the Los Angeles Community College District, with Hispanic and African-American students representing a majority of the total enrollment. The report also shows that many students in the TRUCCS program had good grades in high school, so there were other reasons why these students had to start at community colleges. Approximately 88% of the TRUCCS students aspired to earn a bachelor's degree or higher, and only 22% defined themselves as being "only a student." Most TRUCCS students are employed full- or part-time, and approximately 15% indicated that they were also parents. Future findings of the project may assist policymakers in making changes to better help these students reach their educational goals. (MKF)

ED 464 663 JC 020 354

Ottenritter, Nan
National Study on Community College Health. Research Brief.
PUB DATE- 02
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Administrator Attitudes; *College Role; *Community Colleges; Educational Objectives; *Health Education; Prevention; *School Health Services; *Student Needs; Two Year Colleges

This is a report on a national survey of community colleges conducted by the American Association of Community Colleges (AACC) in 2000. The survey was designed to identify various community health programs, centers, classes, and services related to HIV/AIDS that community colleges administered, partnered, or sponsored. The study surveyed 1,100 community colleges, with 406 colleges (37%) responding. Results indicated that: (1) more than 60% of the responding community colleges were located in suburban or urban areas, and approximately 30% were located in rural and small town areas; (2) most community college policies that addressed health concerns were targeted at alcohol and drug abuse, disability awareness, and sexual assault; (3) 20% of the responding community colleges had an HIV/AIDS task force or advisory committee; (4) approximately 56% of the colleges offered faculty/staff development and training on HIV/AIDS-related issues; (5) 90% did not offer a specific HIV/AIDS training course; (6) 42% had health centers on campus and provided students with brochures and pamphlets on health-related activities; and (7) only 15% offered HIV testing. The report offers recommendations to colleges on how to improve health awareness on their campuses, including delivering health messages through a variety of methods and offering affordable health services to students and staff. Statistical tables and links to informational health-related Web sites are provided. (MKF)

ED 464 664 JC 020 355

students in order to create a specific marketable college goal and focus; (2) individually branding specific college departments and events; (3) utilizing the Internet for internal and external communication of college information; and (4) using students to recruit prospective students. Finally, the task force recommends hiring a full-time marketing administrator and being more aggressive in marketing the community college. (MKF)

ED 464 683 JC 020 378

Public Community/Junior and Technical Colleges: An Enrollment Audit.
PUB DATE- 95
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Accountability; *Audits (Verification); *Community Colleges; Educational Finance; *Enrollment; Enrollment Management; Evaluation; *Financial Support; *Money Management; Quality Control; Recordkeeping; *Resource Allocation; Standards; Two Year Colleges
IDENTIFIERS- *Texas

This audit from the Texas State Auditor's Office presents the findings of the 1995 enrollment audit of the Texas Public Community/Junior and Technical Colleges. The findings indicate that the 1996-1997 appropriations should be reduced by $2,251,182, which represents 0.18% of the colleges' $1.2 billion in state contact hour appropriations. Nine of the 42 colleges audited had compliance errors that resulted in over-claiming contact hour funding and 54 of the 57 public colleges voluntarily disclosed 4,767 corrections to the certified enrollment data. Among the key facts and findings are the following: Texas State Technical College (TSTC) reported more than $362,000 in contact hour formula funding related to apprenticeship training courses operated by another entity, rather than through direct supervision by the college. However, a reduction to appropriations was not recommended, as it would prove deleterious to the college. South Texas Community College (STCC) was out of compliance with Texas Higher Education Coordinating Board rules and regulations of contact hour formula of approximately $1.5 million. Only $164,000 in reductions were recommended, as the compliance errors can be largely attributed to the staff of the new college being unfamiliar with community college rules and regulations. (NB)

ED 464 684 JC 020 379

Kucharski, Walter J.
Report on Audit for the Year Ended June 30, 2000.
PUB DATE- 01
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Computers; Accountability; *Audits (Verification); *Community Colleges; Credit Cards; Educational Finance; Evaluation; *Financial Support; *Money Management; Quality Control; Recordkeeping; *Resource Allocation; Standards; Two Year Colleges
IDENTIFIERS- *Virginia Community College System

This report, from the Auditor of Public Accounts of the

Innovations in Early Education: The International Reggio Exchange, 1999-2000.
PUB DATE- 00
NOTE- 62p.; Published quarterly. For volume 8, see PS 030 232. Small type may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Collegiality; *Early Childhood Education; Educational Cooperation; *Educational Environment; Educational Innovation; Educational Philosophy; *Educational Practices; Periodicals; Preschool Education; Professional Development; *Reggio Emilia Approach; Student Projects; Teacher Education; *Young Children
IDENTIFIERS- Collaborative Inquiry

This document is comprised of four issues of a quarterly publication presenting information related to the Reggio Emilia approach to preschool education. Regularly appearing features of the publication include editorials, a calendar of conferences and workshops of related interest, a list of Reggio networks in the United States and Canada, and a partial listing of text, web site, and audiovisual Reggio resources. The spring 1999 issue contains articles on the image of the child and the child's environment as a fundamental principle in infant-toddler centers, and on the rewards of project work with infants and toddlers. The summer/fall 1999 issue includes articles on the daily life of children in Reggio Emilia programs, building environments to support children's potential, building collegiality among educators, recasting Reggio Emilia to inform teaching in the U.S., and weaving the Reggio Emilia approach into U.S. schools. The winter/spring 2000 issue contains articles on the nature of professional development in the Reggio Emilia infant-toddler centers and preschools, the development of a pedagogy of collaborative inquiry, and the creation of learning communities to support teacher education. The summer 2000 issue continues the article from the preceding issue on the nature of professional development in the Reggio Emilia infant-toddler centers and preschools, and includes an article on the potential of collaborative inquiry. (KB)

ED 464 704 PS 030 232

Kaminsky, Judith Allen, Ed.
Innovations in Early Education: The International Reggio Exchange, 2000-2001.
PUB DATE- 01
NOTE- 102p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Book Reviews; *Documentation; *Early Childhood Education; Educational Innovation; Educational Quality; Family School Relationship; Foreign Countries; Interprofessional Relationship; Organization; *Parent School Relationship; Periodicals; Public Policy; *Reggio Emilia Approach; *School Community Relationship; Teacher Student Relationship; Values; *Young Children
IDENTIFIERS- Italy

This document is comprised of four issues of a quarterly publication presenting information related to the Reggio Emilia approach to early childhood education. Regularly appearing features of the publication include a calendar of Reggio conferences; information on the Reggio Children organization,

Students; *Institutional Cooperation; Minority Groups; Program Effectiveness; Program Evaluation; Program Implementation; Youth Programs
IDENTIFIERS- San Francisco Unified School District CA

The Beacons Initiative aimed to transform eight public schools (five middle schools and three high schools) into youth and family centers in low-income neighborhoods in San Francisco, California. Using a coalition of local partners and funding from public agencies and foundations, the centers served 7,500 youth and adults between July 1, 1999, and June 30, 2000. The centers provided a broad array of before- and after-school and some evening and weekend activities, including classes in English as a Second Language, sports, art, music, and leadership development. An evaluation of fiscal year 2000 (July-June) was conducted, using enrollment, attendance, activity, and participation data from the centers as well as biannual evaluation visits; surveys in three middle schools on how youth spend their time outside school; records from the San Francisco Unified School District on gender and ethnicity, grade point averages, standardized test scores, and attendance; and project documents. Results were reported in terms of participation, the centers and their programs, organizational innovation and partnerships, and funding and sustainability. The study concludes that the Beacons Initiative has made considerable progress toward creating youth development centers that attract the funding and community support needed to help them thrive. The evaluation suggested that the Beacon Centers model serve as an example to other cities in how to create broad-based support for youth development activities in low-income areas. Five of the Beacon Centers are profiled in an appendix to the evaluation report. (Contains 47 references.) (KC)

ED 464 213 CE 083 028

Self, Mary Jo Crawford
On Retention of Secondary Trade and Industrial Education Teachers: Voices from the Field.
PUB DATE- 01
NOTE- 31p.; Paper presented at the Annual Conference of the Association for Career and Technical Education (75th, New Orleans, LA, December 13-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; *Faculty Mobility; Higher Education; Labor Turnover; *Quality of Working Life; Secondary Education; Teacher Administrator Relationship; Teacher Attitudes; Teacher Burnout; Teacher Characteristics; Teacher Education; *Teacher Motivation; Teacher Persistence; Teacher Salaries; *Teaching Conditions; Trade and Industrial Education; *Trade and Industrial Teachers

The high national attrition rate among vocational education teachers (50 percent within 6 years) prompted a study to determine trade and industrial teachers' reasons for leaving and to make recommendations to increase teacher retention. Following a literature review of teachers' motivation and reasons for attrition, interviews were conducted with a purposive sample of 18 male teachers in a Midwestern state, ages 36 to 61, who had voluntarily left trade and industrial teaching after 1 to 18 years. The study showed that one participant left because of a family or personal move and none left for retirement or sabbatical. Six left to pursue other career opportunities (business ownership), three for better managing provision, good practice for DL has much in common with good practice for any program delivered through other modes of attendance. The data strongly suggested a correlation between meeting quality criteria in the planning, resourcing, and supporting of DL programs and the successful outcomes achieved by learners and the DL organization itself. The following factors were identified as critical success factors for DL: (1) integration of program planning, monitoring, management, and resources; (2) a good understanding of the DL operation's costs; (3) tutor and other contact with learners; (4) pre-entry guidance; (5) well-established procedures for selecting learning materials and monitoring their use; and (6) procedures to obtain customer feedback and a process to incorporate feedback survey results into future program planning. (The DL provider questionnaire and background summary are appended, along with the student questionnaire. Contains 19 references.) (MN)

ED 464 232 CE 083 190

Rumble, Greville
Analysing Costs/Benefits for Distance Education Programmes. Knowledge Series: A Topical, Start-Up Guide to Distance Education Practice and Delivery.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Comparative Analysis; *Cost Effectiveness; Cost Estimates; *Data Analysis; Definitions; Delivery Systems; *Distance Education; Educational Benefits; Educational Media; Educational Quality; Educational Technology; Foreign Countries; Guidelines; Guides; *Measurement Techniques; *Program Costs; School Effectiveness

Cost analysis makes it possible to establish how much things costs, set budgets, determine prices, and compare the costs of different options. In distance education (DE), the main areas of cost analysis are as follows: print-based correspondence systems; educational/institutional television and radio systems; multimedia systems, and e-education systems that deliver computer-based multimedia materials and communications synchronously and asynchronously. The following are among the items that must be identified in a cost analysis of DE: activities to be costed; resources used; direct and overhead costs; joint product costs; annualized capital costs; and cost drivers. Analysts and those commissioning them need to consider the following things: (1) the study's scope; (2) the report's basic format; (3) how the data will be collected; (4) any assumptions made in handling the data or formulating conclusions; and (5) how the data will be presented and in what level of detail. Comparisons of two or more educational systems usually compare average costs per student, average costs per graduate, or cost per student learning hour. The following items must be taken into consideration when measuring the benefits of DE: quantitative access; equal access; quality of the educational experience; cost-efficiency; economies of scale and scope; and benefits to students. (Contains 13 references.) (MN)

ED 464 233 CE 083 191

Countries; *International Cooperation; *International Educational Exchange; Labor Force Development; Labor Market; *Lifelong Learning; Occupational Mobility; Policy Formation; Role of Education; Social Influences; *Staff Development; Technological Advancement

IDENTIFIERS- *European Union; Globalization

Qualifications and skills are of fundamental economic and social importance. In a context marked by increased globalization of economies and technological development, European companies are faced with far-reaching changes. Because companies need a highly skilled, competent, and adaptable workforce, there is a need to develop strategies for lifelong learning supported by labor market reforms to achieve the goals of stable economic growth and higher employment. Companies operate in a changing environment. Availability of a highly skilled workforce is key to Europe's competitiveness, but the European Union's (EU's) record in this area is poorer than its main trading partners. Education and training systems must be improved to meet challenges posed by technological change and globalization. In implementing strategies for lifelong learning in all parts of society, emphasis must be placed on promoting coherent links between learning and work and on defining the roles and responsibilities of all parties involved. The EU should aim to strengthen cooperation between member states through exchange of experience and best practice, with full participation of the social partners, rather than seeking to harmonize national education and training systems. A key role is also for the EU to increase transparency of qualifications. (YLB)

ED 464 250 CE 083 213

Bugarin, Alicia

Linking Welfare Recipients to Jobs: The Role of Temporary Help Agencies.

PUB DATE- 98

NOTE- 46p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Education; Agency Cooperation; Economically Disadvantaged; Employer Employee Relationship; Employment; *Employment Opportunities; *Employment Services; Job Applicants; *Job Placement; Job Search Methods; *Job Training; Recruitment; *Temporary Employment; Unemployment; *Welfare Recipients; Welfare Reform; Welfare Services

IDENTIFIERS- *Welfare to Work Programs

Successful welfare reform requires quickly moving welfare recipients into jobs. Components to this challenge include the following: a poor fit between where jobs are located and where many welfare recipients live; recipients who lack experience and skills and do not know how to seek, find, or qualify for jobs; childcare and transportation needs; and employers who hesitate to hire welfare recipients due to concerns about their skills and reliability and who are often unwilling to deal with the complex government employment and training programs and paperwork. The temporary help industry is a potential bridge. It is well-informed about the employment needs of its employer clients and has a long track record of assisting job seekers gain skills and employment experience. A temporary help agency (THA) recruits and employs its own workforce that it leases to other firms. THAs are increasingly filling employers' long-term needs because they provide these significant advantages: cost, time, no long-term commitment, less dependency on contractors, and the option to hire temporary employees permanently.

The "biography of place" can be available in the objective (currently valid and predominant) history of a given region of residence or it can be created by individuals in the process of reflections on their own social identity, which is defined by their place of living. Each perspective is conditioned by an epistemological and methodological perspective. The first formulation is characterized by this traditional perspective used in social sciences: specifically, the structural and functional perspective in the context of historical analyses. The second approach to the biography of place is characterized by an interpretive approach. Both perspectives raise the issue of a "binding agent" linking the world of individuals' life in a given group, community, or local society. Whether both perspectives can be combined remains open to debate. It is suggested that they can constitute a certain point of reference for each other and serve as counterpoints for mutual descriptions of the "biography of place." The stories of inhabitants of a small town in western Poland were collected, analyzed, and interpreted. The town's "biography of place" was told in individual life histories of the inhabitants in the following dimensions: everyday life; critical events; and the feeling of sharing "the place" with others. (MN)

ED 464 267 CE 083 294

Bos, Johannes M.; Scrivener, Susan; Snipes, Jason; Hamilton, Gayle
Improving Basic Skills: The Effects of Adult Education in Welfare-to-Work Programs. National Evaluation of Welfare-to-Work Strategies.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.; Administration for Children and Families (DHHS), Washington, DC.
PUB DATE- 02
NOTE- 270p.; Written with Christine Schwartz and Johanna Walter.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Adult Learning; *Basic Skills; College Programs; Comparative Analysis; Education Work Relationship; Educational Attainment; Educational Research; Employment Level; Employment Programs; Employment Qualifications; English (Second Language); Enrollment Trends; High School Equivalency Programs; Literacy Education; Literature Reviews; National Surveys; *Outcomes of Education; Performance Factors; Postsecondary Education; Program Effectiveness; *Public Policy; Salary Wage Differentials; Skill Development; State Programs; *Welfare Recipients; Welfare Services
IDENTIFIERS- California; General Educational Development Tests; Georgia; Impact Studies; Michigan; Ohio; Oklahoma; Oregon; *Self Sufficiency; *Welfare to Work Programs

The effects of adult education in welfare-to-work programs were examined in a national evaluation of welfare-to-work strategies. The evaluation used a random research design to estimate the overall effects of welfare-to-work programs in the following states: Georgia, Ohio, Michigan, Oklahoma, Oregon, and California. The study focused on the following issues: the quality of the education services provided; the extent to which welfare recipients participate in education and earn education credentials; the value of the education services provided; and the value of basic skills and education credentials in the labor market during the mid-1990s. The following were among the key findings: (1) even when welfare recipients preferred not to enter adult education, welfare-to-work programs substantially

ED 464 290   CG 031 710

Flach, Frederic, Ed.
Directions in Rehabilitation Counseling, 2001.
PUB DATE- 01
NOTE- 155p.; Published once per year in the form of 12 lessons divided into 3 parts. Continuing education credit may be available based on completion of questions following each lesson (contact publisher for requirements).
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alcoholism; *Continuing Education; *Counseling Techniques; *Counselor Training; Ethics; Homeless People; Latin American Culture; Personality Problems; Psychiatric Services; *Rehabilitation Counseling; Substance Abuse; Vocational Rehabilitation
IDENTIFIERS- Addiction Counseling; Burns (Injuries); Gambling; Genetic Testing; Traumas

This volume of 12 lessons provides expert information on a variety of medical and psychological issues in rehabilitative counseling. The lessons, which may be applied toward continuing education credits, are: (1) "Integration of Psychiatric Treatment and Rehabilitation" (Jeanne Steiner, Larry Davidson, Michael A. Hoge, and Selby Jacobs); (2) "Addressing the Needs of Clients with Traumatic Injury and Alcoholism" (Charles H. Bombardier); (3) "Recent Developments in Genetic Testing and the Rehabilitation Counselor" (Joseph E. Havranek); (4) "Substance Abuse Treatment for Pregnant and Parenting Women" (Rivka Greenberg, Judith Fry McComish, and Jennifer Kent-Bryant); (5) "Ethical Issue Considerations Working with Multiple Rehabilitation Disciplines" (Irmo Marini and Bruce Reed); (6) "The Psychological Impact on Survivors of Extraordinary, Stressful, and Traumatic Events: Principles and Practices in Critical Incident Response for Rehabilitation Counselors" (Mark A. Stebnicki); (7) "Problem Gambling: The Addiction of the New Millennium" (Brian T. McMahon and Carolyn E. Danczyk-Hawley); (8) "The Vocational Expert: Qualifying and Methodological Approaches to Earning-Capacity Evaluations" (Rodney N. Isom); (9) "Latino Culture and Mental Health in the USA" (Renato Alarcon); (10) "Developing the Case Management Relationship with Seriously Ill Homeless Individuals" (Matthew J. Chinman, Peggy Bailey, Jennifer Frey, and Michael Rowe); (11) "Meeting the Psychosocial Needs of Burn Survivors and Their Families" (Shelley A. Wiechman and David R. Patterson); (12) "Promoting Adaptive Goal-Seeking Strategies in Consumers with Borderline and Related Personality Disorders" (Alan Davis). Each lesson contains references. (GCP)

ED 464 291   CG 031 712

Flach, Frederic, Ed.
Directions in Mental Health Counseling, 2001.
PUB DATE- 01
NOTE- 161p.; Published 3 times per year in two parts (a total of 12 lessons) with a year-end index. Continuing education credit may be available based on completion of questions following each lesson (contact publisher or requirements).
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Decision Making; *Drinking; Grade 9; High Schools; *Marijuana; Policy Formation; *Risk; *Student Attitudes
IDENTIFIERS- Risk Benefit Equation

This study examines the influence of perceived risks as well as the understudied role of benefits on alcohol and marijuana use among adolescents and adults. Ninth grade students and young adults were asked about the perceived risks and benefits of alcohol and marijuana use. Analyses showed a consistent pattern: perceived benefits were more predictive of actual drinking and intentions to smoke marijuana, over and above perceived risks, previous experience, and age. Implications for policy from these findings are highlighted. (Contains 14 charts.) (GCP)

ED 464 312 CG 031 751

Loveland, Elaina C., Comp.
The Journal of College Admission 45th Anniversary Index, 1956-2001.
PUB DATE- 02
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Admissions Counseling; *College Admission; Higher Education; *Indexes; *Scholarly Journals

The Journal of College Admission 45th Anniversary Index is a comprehensive index of articles published from the journal's first issue in 1956 through the year 2001. The Journal of College Admission, an official publication of the National Association for College Admission Counseling (NACAC), is a quarterly, peer-reviewed periodical addressing the transition from secondary to higher education and related professional topics. The aim of creating a comprehensive index of all the articles published in the journal is an effort to put a substantial part of the history of college admission on paper in order for everyone to have access to this valuable information. This index is intended to be the key to the history of the NACAC and college admission at large over the last 45 years. The articles are indexed three different ways, by subject heading, by year of publication, and alphabetically by the author's last name. (GCP)

ED 464 313 CG 031 752

Loveland, Elaina C., Ed.; Raynor, Joyce, Ed.
The Journal of College Admission Ethics Series.
PUB DATE- 00
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Admissions Counseling; Admissions Officers; *College Admission; College Applicants; *Ethics; Higher Education; Scholarly Journals
IDENTIFIERS- *Professional Ethics

This book is the first significant body of literature on ethics in college admission published by the National Association for College Admission Counseling. The series is a select compilation of articles on ethics published in the Journal of analysis and distribution of moves by story. (Contains a 188-item bibliography.) (NKA)

ED 464 333 CS 510 882

Montoya, Colleen, Ed.
The Roots of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 13p.; Published three times per year. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Day Care Centers; Elementary Secondary Education; *Emergent Literacy; *Metacognition; Preschool Education; *Reading Instruction; *Reading Processes; *Reading Strategies; Skill Development; Teacher Role
IDENTIFIERS- *National Reading Panel; *Strategic Reading

This newsletter covers educational issues affecting schools in the Western Regional Educational Laboratory's 4-state region (Arizona, California, Nevada, and Utah) and nationwide. The following articles appear in the Volume 4, Number 1 issue: (1) "The Roots of Reading"; (2) "Breaking the Code: Reading Literacy in K-3"; (3) "Improving Secondary School Reading through Strategic Literacy"; and (4) "Reid Lyon on Improving Students' Reading Ability." The first article discusses activities in daycare which are potential precursors to literacy, since a child's ability to read is guided by skill development that begins in infancy. The second article contends that teachers must know and understand the reading process and be able to recognize where each student is on the continuum. The third article considers some of the metacognitive strategies, such as "think aloud," which promote the understanding of texts rather than simply the memorizing of facts. The last article presents some of the findings of the National Reading Panel (NRP) which reviewed reading research literature. (NKA)

ED 464 334 CS 510 883

Montoya, Colleen, Ed.
Reading for Understanding: A Modern Urban Success Story.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 9p.; Theme issue. Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Critical Reading; Elementary Secondary Education; *Paraprofessional School Personnel; Program Effectiveness; *Reading Comprehension; *Reading Improvement; *Reading Instruction; Tutors; Urban Education
IDENTIFIERS- San Francisco Unified School District CA

This quarterly newsletter covers educational issues affecting schools in WestEd's 4-state region (Arizona, California, Nevada, and Utah) and nationwide. This Summer 1999 edition contains a lead article entitled "Reading for Understanding: A Modern Urban Success Story," which describes a course in "academic literacy," developed by educators Ruth Schoenbach, Cynthia Greenleaf, and Christine Cziko in 1996. The article states that a group of San Francisco ninth graders improved their reading comprehension substantially on the Degrees of

Arts are appended. (NKA)

ED 464 353 CS 510 963

Louisiana Literacy Profile for Grades K-3. Teacher's Guide and Manual and Pupil Record Sheet.
PUB DATE- 00
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Literacy; Oral Language; Oral Reading; *Primary Education; *Public Schools; Student Educational Objectives; *Student Evaluation; Student Records; Teacher Role; Written Language
IDENTIFIERS- Concept Acquisition; Louisiana Literacy Profile

The Louisiana Literacy Profile has three parts: Teacher's Guide, the Manual, and the Pupil Record Sheet. The teacher's guide for the Louisiana Literacy Profile for Grades K-3 presents the background of the profile, identifies the purpose of the profile, outlines the components of the profile and gives a rationale for each of the components. The teacher's guide also provides directions for using the profile, stating that a teacher may use the profile as a means of observing and recording an individual student's performance over time to inform instruction. The manual outlines the following concepts assessed: oral language development, receptive language, ability to understand language; book and print awareness; phonemic awareness; graphophonemic knowledge; analysis of oral reading and response to text; written language A: writing for communication, the ability to communicate meaning through written forms of language; and written language B: mechanics of writing. For assessment of each concept at the suggested grade level, the manual provides the teacher with guiding questions for observation and a relevant activity for the student to undertake. The record sheet recommends that the teacher monitor the student's progress throughout the year. Teachers are to record individual student progress in the boxes next to the literacy behavior and date each observation. (NKA)

ED 464 354 CS 510 965

Teachers' Guide to Statewide Assessment: Grades 4, 8, and 10 English Language Arts.
PUB DATE- 00
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Benchmarking; Criterion Referenced Tests; Elementary Secondary Education; *English Instruction; Grade 10; Grade 4; Grade 8; *Language Arts; Public Schools; Scoring Rubrics; *State Standards; Student Educational Objectives; *Student Evaluation; Test Items
IDENTIFIERS- *Louisiana Educational Assessment Prog 21st Century; Statewide Assessment of Educational Progress

This teacher's guide is intended to inform the education community of the design of the Louisiana Educational Assessment Program for the 21st Century (LEAP 21) criterion-referenced tests (CRTs). The guide includes the following: an overview of the design of the state tests in English Language Arts (ELA) for grades 4, 8, and 10; sample test items; scoring rubrics;

DESCRIPTORS- Content Area Reading; Inservice Teacher Education; Metacognition; Primary Education; Professional Development; Questioning Techniques; *Reading Comprehension; *Reading Strategies; Teaching Methods; *Text Structure

IDENTIFIERS- Alabama Reading Initiative; Direct Instruction

This inservice professional development module, part of the Alabama Reading Initiative, presents research summaries, notes for presenters, and activities. The Comprehension Strategies module explains the process of building comprehension in readers so that they read for meaning and understanding. There are six interferences to comprehension that can impede a readers ability to gain meaning from text. Teachers of reading should be able to identify a students interference and act on it appropriately. Likewise, students must be taught to recognize what is interfering and to apply specific strategies that enable them to get the author's meaning. This module also expounds on the amount of reading--which is the single most important factor in improving reading comprehension. Sections of the module, and associated objectives, are: (1) "Introduction" (comprehension has to be built; and what six factors influence comprehension); (2) "Comprehension Monitoring" (how to teach students to monitor their own use of comprehension strategies; and how to use fix-up strategies); (3) "Concepts of Print" (develop concepts of print in students to build comprehension; and teach students to use concepts of print to build comprehension); (4) "Text Structure" (how to teach students to use internal and external text structure to build comprehension); (5) "Explicit Instruction/Comprehension Strategies" (how teacher-directed explicit instruction in comprehension strategies helps students to build listening and reading comprehension; and how to build reading comprehension by teaching students to use pre, during, and after reading strategies with both narrative and expository text); (6) "Amount of Reading" (amount of reading is an important variable in expanding students' reading power; teaching strategies that help to increase the amount of reading that students do; and incentives that can motivate students to read); (7) "Deep Discussion and Questioning" (how to write questions that will address all levels of thinking in order to build listening and reading comprehension; how to ask questions that promote deep discussion to build listening and reading comprehension; and strategies that promote deep discussion and questioning); and section 8 "Content Area Reading" (how to build reading comprehension in the content areas by developing lesson plans, thematic units, and/or unit plans). (RS)

ED 464 372   CS 511 132

Comprehension Strategies: Grades 2-3. Alabama Reading Initiative.

PUB DATE- 01

NOTE- 56p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Content Area Reading; Inservice Teacher Education; Metacognition; Primary Education; Professional Development; Questioning Techniques; *Reading Comprehension; *Reading Strategies; Teaching Methods; *Text Structure

IDENTIFIERS- Alabama Reading Initiative; Direct Instruction

This inservice professional development module, part of the Alabama Reading Initiative, presents research summaries, notes for presenters, and activities. The Comprehension Strategies

Improvement; Evaluation; High Schools; *Improvement Programs; Leadership Qualities; *Leadership Training; Literature Reviews; Mentors; Organizational Development; *Professional Development; Public Schools; Student Experience; Student Improvement

The Southern Regional Education Board has embarked on a yearlong study of educational leadership in light of states' new accountability systems and standards. The effort aims to answer questions raised by this changing leadership role: What do we want school leaders to know and be able to do to improve student achievement? How can these qualities be developed and supported? How can leaders adapt school-improvement measures to the circumstances of their particular schools? The search for answers to these questions begins with this literature review. It presents much of the best thinking about practices that promote student achievement and their connection to educational leadership. It shows that there is consensus about what leaders need to know and be able to do to lead schools in which students are successful. Although the literature review highlights promising approaches, it is not an exhaustive study of all leadership areas. Its focus is on secondary programs and the growing body of knowledge about things that work at that level. It serves as a starting point for new ideas about the preparation, development, and credentialing of educational leaders who have the skills needed to improve student achievement, especially at the secondary level. The report suggests that fewer people are seeking jobs as educational leaders. This decline results in simultaneous problems of quality and quantity. (Contains 93 references.) (DFR)

ED 464 391 EA 031 597

Barkley, Steve; Bottoms, Gene; Feagin, Caro H.; Clark, Susan
Leadership Matters: Building Leadership Capacity.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Mott (C.S.) Foundation, Flint, MI.; Edna McConnell Clark Foundation, New York, NY.
PUB DATE- 01
NOTE- 35p.; Also supported by a grant from the Wallace-Reader's Digest Funds.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Accountability; *Administrator Effectiveness; Boards of Education; Curriculum Development; Curriculum Enrichment; Educational Change; Elementary Secondary Education; Guidance Objectives; High Schools; *Leadership; *Leadership Qualities; Leadership Styles; Learning Experience; Middle Schools; *Professional Development; Public Schools

This guide is designed to offer strategies for building leadership capacity in schools and to assist school administrators in finding new ways to encourage and support teachers and students in their efforts to succeed. The guide answers four questions: (1) What do leaders do to create curriculum and instruction that push all students to higher levels of proficiency? (2) How do school leaders demonstrate that nearly all students--with their own effort and that of teachers and administrators--can master challenging curricula? (3) How do leaders generate the efforts of many to focus on the success of every student? (4) How can leaders put these ideas schools in homework help; connecting school, family, and community for effective school reform; connecting them through developmental approaches and integrated service delivery; connecting them to support student transitions throughout the education system; and developing process-based approaches to make connections. In addressing the issues highlighted in this document, these school, family, and community connections will be better understood and needed knowledge will be created to realize their potential for student learning and students' lives. (Contains 131 references.) (RT)

ED 464 412 EA 031 649

Gong, Brian
Designing School Accountability Systems: Towards a Framework and Process.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 02
NOTE- 37p.; A publication of the State Collaborative on Assessment and Student Standards (SCASS) Accountability Systems and Reporting (ASR) Consortium.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; Elementary Secondary Education; Program Design; Program Evaluation; Program Improvement; State Departments of Education; State Programs

This document presents three different views of accountability to address state needs as their departments of education design, improve, or review their state accountability and reporting systems. The first of three sections presents the system-design decision process as a linear sequence of ten steps from defining the purposes of the accountability system to defining what will be reported and how data will be combined to make an accountability judgment. The second section provides alignment questions to help a state consider the internal consistency of its existing accountability policies. The third section provides descriptions of states that exemplify major models of accountability designs as outlined in the previous two sections. An appendix provides a list of references, along with example documents that illustrate some tangible deliverables a state department of education might have to produce when designing and implementing an accountability system, such as federal laws affecting accountability, advisory committee recommendation reports regarding accountability and reporting system design, accountability systems implemented in law, and accountability system technical manuals. A roster of fall 2001 Accounting Systems and Reporting participants concludes the document. (Contains 24 references.) (RT)

ED 464 413 EA 031 650

Flinders, David J.; Noddings, Nel
Multiyear Teaching: The Case for Continuity. From Inquiry to Practice.
PUB DATE- 01
NOTE- 18p.; For another title in the Inquiry to Practice series, see EA 031 651.
LANGUAGE- English

"Excessive Sleepiness" (Stores); (6) "Episodic Disturbances of Sleep (Parasomnias)" (Stores); (7) "General Aspects of Sleep and Intellectual Impairment" (Wiggs and Stores); (8) "Sleep and Down Syndrome" (Rebecca Stores); (9) "Sleep Disorders and Prader-Willi Syndrome" (Antonia Vela-Bueno and others); (10) "Sleep and Craniofacial Syndromes" (Narong Simakajornboon and Robert Beckerman); (11) "Sleep Problems in Children with Mucopolysaccharidosis" (Gillian Colville and Martin Bax); (12) "Sleep Disturbances in Tuberous Sclerosis Complex" (Paolo Curatolo and Stefano Seri); (13) "Sleep Disorders and Rett Syndrome" (Henry S. Roane and Cathleen C. Piazza); (14) "Aspects of Sleep in Other Neurodevelopmental Disorders" (G. Stores); (15) "Sleep Patterns in the Epilepsies" (G. Stores); (16) "Sleep Abnormalities and Cerebral Palsy" (Suresh Kotagal); (17) "Sleep Disorders and Neuromuscular Diseases" (Simakajornboon and Beckerman); (18) "Visual Impairment and Associated Sleep Abnormalities" (G. Stores); (19) "Disorders of Sleep in Other Neurological Conditions" (G. Stores); (20) "Sleep Disorders and Childhood Allergy" (Andre Kahn and others); (21) "Sleep Disorders in Asthma, Bronchopulmonary Dysplasia and Cystic Fibrosis" (Gerald Loughlin); (22) "Aspects of Sleep in Other General Pediatric Conditions" (G. Stores); (23) "Sleep Disturbances in Anxious Children" (E. Jane Garland); (24) "Sleep and Depression" (Ronald E. Dahl and Daniel S. Lewin); (25) "Sleep and Trauma in Children" (Avi Sadeh); (26) "Sleep Problems in Attention Deficit Hyperactivity Disorder" (Penny Corkum); (27) "Sleep in Children with Autism and Asperger Syndrome" (Amanda Richdale); (28) "Disturbances of Sleep in the Chronic Fatigue Syndrome" (G. Stores); (29) "Sleep in Other Psychiatric Disorders of Childhood and Adolescence" (G. Stores); and (30) "Future Developments" (G. Stores and Wiggs). (Individual papers contain references.) (DB)

ED 464 433   EC 308 934

National TEEM Outreach: Successfully Including Young Children in Kindergarten and Subsequent General Education Classrooms. Final Report, October 1, 1998-Septemper 30, 2001.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 29p.; Part of the Outreach Projects for Children with Disabilities program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Inclusive Schools; Information Dissemination; Kindergarten; Mainstreaming; Outreach Programs; Primary Education; Program Development; Program Evaluation; *Teaching Models; Teamwork; *Transitional Programs

This final report describes activities and accomplishments of National TEEM Outreach, a 3-year project designed to support the inclusion of young children with disabilities in kindergarten and subsequent general education classrooms in 12 school districts located in 5 states. The project focused on disseminating and replicating the previously validated TEEM transition model, which stresses collaborative team planning, setting transition goals and outcomes, actively involving family members, improving staff communication, and focusing on children's strengths and needs rather than on system requirements. Major project accomplishments are described for each of four main objectives: (1) establishment of a National

Legislation; *Financial Support; Guidelines; Individualized Education Programs; Individualized Family Service Plans; Integrated Services; Program Evaluation; Quality Control; School Responsibility; Student Evaluation
IDENTIFIERS- Idaho; *Individuals with Disabilities Education Act

This manual is designed to provide Idaho educators, parents, students with disabilities, and related service providers with assistance in identifying, selecting, and acquiring assistive technology (AT) devices and services. The consideration of AT devices and services is required during the development of every Individualized Family Service Plan and every Individualized Education Program (IEP). The first section of the manual begins by explaining the importance of assistive technology in education and the challenge of delivering AT devices and services. Part 2 discusses assistive technology in special education law and includes an extensive list of case law related to adaptive equipment. Part 3 introduces a model of service delivery for AT, describes a series of quality indicators for AT services, and outlines how to include AT in the IEP. The suggested forms to use are included in this section. The final part discuses funding options for AT. Appendices provide a list of acronyms used in the manual, examples of AT for computer access and communication, examples of switches, examples of writing AT into the IEP, and a list of state and national resources for AT. (Contains 16 references.) (Author/CR)

ED 464 452   EC 308 964

Bielinski, John; Thurlow, Martha; Callender, Stacy; Bolt, Sara
On the Road to Accountability: Reporting Outcomes for Students with Disabilities. Technical Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Accommodations (Disabilities); *Accountability; Data Analysis; *Data Collection; *Disabilities; *Educational Assessment; Elementary Secondary Education; *Outcomes of Education; State Standards; *Testing Accommodations

This fourth annual study reports on state practices in 1999-2000 concerning reporting on the participation and performance of students with disabilities in statewide assessments. Unlike previous reports, the unit of analysis was the state assessments rather than all publicly available print reports. The report describes the assessment systems used in each state and whether the state publicly reports participation and performance for students with disabilities on each test. It also provides participation data when available and data on the performance gap between students with disabilities and the total population. Only 16 states reported participation and performance results for students with disabilities on all of their tests, although 15 additional states provided this data for some tests. Most states that reported disaggregated performance results also reported disaggregated participation results. Six recommendations include: (1) provide data no more than 6 months after test administration; (2) establish reporting practices consistent with the Individuals with Disabilities Education Act; and (3) report the number and percent of students with disabilities using accommodations.

IDENTIFIERS- *District of Columbia Public Schools; *Schools Without Walls

Schools without Walls (SWW) is an alternative college preparatory program within the District of Columbia Public School System that provides a student-centered environment that maximizes integrative, interactive, and experiential learning with the framework of the humanities. This document is intended to serve as the basis for the design of new and/or renovated building(s) that serve the SWW program. It first describes the SWW program; its teaching programs; enrollment and staffing; and the history and condition of its existing building, including its infrastructure, plumbing, and technology integration. It then addresses the building design project's goals and standards for modernizing the SWW facility that includes consideration of enrollment levels, projected teaching and administrative staffs, and space requirements. A zoning analysis for the potential acquisition of space within the District of Columbia concludes the report. (GR)

ED 464 472 EF 005 851

Scientific and Engineering Research Facilities, 1999. Detailed Statistical Tables.
PUB DATE- 01
NOTE- 150p.; Abt Associates Inc. collected, processed, and tabulated data in this report.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Biomedicine; *Engineering; Facility Expansion; Facility Improvement; Facility Inventory; Facility Requirements; Research Universities; *Science Facilities; *Scientific Research; Surveys; Tables (Data)

The data in these tables are collected biennially through the National Science Foundation's (NSF's) Congressionally mandated Survey of Scientific and Engineering Research Facilities. The 1999 survey was sent to research-performing colleges and universities in the United States and to U.S. biomedical research institutions that received National Institutes of Health (NIH) funding in fiscal year 1999. These tables provide data on the status of research facilities needed to conduct science and engineering (S&E) research at U.S. colleges, universities, and nonprofit biomedical research institutions. Data on the amount, quality, adequacy, and condition of S&E research space are presented for the year 1999. Data on the construction and repair/renovation of S&E research facilities and their costs are presented for the years 1998-2001. The historical tables present data for the years 1988-99. Also included are technical notes, lists of institutions, and the survey instrument and accompanying materials. (EV)

ED 464 473 EF 006 071

The Future of Schools: Inside and Out. Videotape .
SPONS. AGENCY- Department of Energy, Washington, DC.; Architectural and Transportation Barriers Compliance Board, Washington, DC.; Federal Emergency Management Agency, Washington, DC.
PUB DATE- 02
NOTE- 0p.; Presented by WPBT (Miami, FL) and distributed by American Public Television. Also made possible by International Code Council, Modular Building Institute, and Dell Computer Corp.

The appendixes present scoring guides for sample papers and project methodology. (Contains 125 references.) (SM)

ED 464 494 FL 027 255

Luke, Christopher. Ed.
Selected Proceedings from the Texas Foreign Language Education Conference 2001.
PUB DATE- 01
NOTE- 180p.; Theme issue. Support provided by the Foreign Language Education Student Association. For individual articles, see FL 027 256-264.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Collected Works - Serials (022),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Discourse; Computer Uses in Education; Consonants; Constructivism (Learning); Cultural Differences; Educational Theories; Elementary Secondary Education; English (Second Language); Foreign Countries; Graduate Study; Higher Education; Inquiry; Korean; Language Teachers; *Second Language Instruction; Student Attitudes; Student Motivation; Vowels; Whole Language Approach; Writing Skills
IDENTIFIERS- Discourse Markers; Japan; Lexical Collocation; Politeness; Taiwan; Task Sequence

This collection of papers includes: "Language Learning Motivation: The Student, the Teacher, and the Researcher" (Robert C. Gardner); "The Self-Reported Perspectives Regarding Academic Writing among Taiwanese Graduate Students Specializing in TEFL" (Robert Johanson); "Contradictions, Appropriation, and Transformation: An Activity Theory Approach to L2 Writing and Classroom Practices" (Charles P. Nelson, Mi-Kyung Kim); "Constructivist Inspiration: A Project-Based Model for L2 Learning in Virtual Worlds" (Rebekah Taveau and Marina Bolotin); "Inquiry Cycles in a Whole Language Foreign Language Class: Some Theoretical and Practical Insights" (David Schwarzer and Chris Luke); "Task-Sequencing in L2 Acquisition" (Rafael Salaberry); "Knowledge of English Collocations: An Analysis of Taiwanese EFL Learners" (Li-Szu Huang); "Vowel Quality and Consonant Voicing: The Production of English Vowels and Final Stops by Korean Speakers of English" (Mi-Lim Ryoo); "Functions of Discourse Markers in Japanese" (Yasuko Fujita); and "Cross Cultural Varieties of Politeness" (Junko Hondo and Bridget Goodman). (Individual papers contain references.) (SM)

ED 464 495 FL 027 256

Gardner, R. C.
Language Learning Motivation: The Student, the Teacher, and the Researcher.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 20p.; Basis of keynote address presented at the Texas Foreign Language Education Conference (Austin, TX, March 23-24, 2001). For the complete journal issue, see FL 027 255.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Higher Education; Language Research; Language Teachers; Second Language Learning; Social Influences; *Student

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Bilingualism; Elementary Secondary Education; *English (Second Language); High School Students; Higher Education; *Immersion Programs; *Language Proficiency; Second Language Learning; *Spanish Speaking; *Student Attitudes
IDENTIFIERS- ERIC Digests; Two Way Bilingual Education

This digest reports on a study that examined the impact of participation in a two-way immersion program on the language and achievement outcomes of former program participants and on their current schooling path and college plans. The study explored outcomes for three groups of students: (1) Hispanic students who began the two-way program as English language learners; (2) Hispanic students who began the program as English-only or English-dominant speakers; and (3) European American students who entered the program as monolingual speakers of English. The results of this study are impressive on two counts. First, they demonstrate that high school students who participated in the two-way program developed high levels of academic competence and motivation, ambitions to go to college, knowledge about how to apply to and get into college, and pride in bilingualism. In addition, they were highly satisfied with their education in the two-way program. Results of the study point to the development of a sense of resiliency among Hispanic students, particularly those learning English and those from low-income families. These students appear to possess high self-esteem, motivation to study hard, belief in academic competence, perception of a positive school environment, a supportive family, and a peer group that values education-characteristics that have been identified with resilient and successful students, that is, those living in adversity or from high-risk environments but who are well adjusted and achieve academic success. (Author/VWL)

ED 464 515 FL 027 286

Brecht, Richard D.; Ingold, Catherine W.
Tapping a National Resource: Heritage Languages in the United States. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Heritage Education; Language Proficiency; Language Skills; *Native Language Instruction; *Native Speakers; Second Language Instruction; Second Language Learning; *Second Languages; Skill Development
IDENTIFIERS- ERIC Digests

This digest outlines the reasons for and challenges of developing the language skills of heritage language speakers and describes one effort to carry this out, the Heritage Languages Initiative. Specific sections address the following: developing language skills of U.S. residents; the range of language proficiencies of heritage language speakers; the fragility of heritage languages; limitations of current language programs;

IDENTIFIERS- *Family Education Loan Program; *Overseas Campuses

The purposes of this handbook are to help participating foreign schools achieve manageable, student-friendly administration of the U.S. Federal Family Education Loan (FFEL) Program and to ensure that schools are aware of the legal requirements that pertain to foreign schools participating in the FFEL Program. The FFEL is the only U.S. student financial aid program in which foreign schools participate. The program offers loans for both students and parents. Loans from private lenders are guaranteed by guaranty agencies and reinsured by the U.S. government. To participate, a foreign school must be certified as an eligible institution, main administrative capacity and financial responsibility, and meet requirements toward students and lenders. The chapters of the handbook are: (1) Federal Family Education Loan (FFEL) Program Overview; (2) Institutional Eligibility and Participation; (3) Establishing Borrower Eligibility; (4) FFEL Program Procedures; (5) Return of Title IV Funds. (Contains six appendixes, a glossary, a list of acronyms, a summary of regulations, and lists of sources of help and further information). (SLD)

ED 464 537 HE 034 847

About the HEFCE: An Introduction to the Higher Education Funding Council for England. Guide. Revised.
PUB DATE- 02
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; *Financial Support; Foreign Countries; *Higher Education; Program Descriptions; *Public Colleges; *Resource Allocation
IDENTIFIERS- *England

This report describes the Higher Education Funding Council for England (HEFCE) and its role and responsibilities. The HEFCE was formed in 1992 to administer higher education functions in England. As a nondepartmental public body, the HEFCE has some autonomy from the government even though it administers public money. The HEFCE distributes public money to universities and higher education colleges for teaching, research, and strengthening links with businesses and the wide community. For this reason, the HEFCE has a leading role in developing higher education policies, providing guidance and promoting good practice on a range of issues. Money from the government is allocated in principle to higher education over a 3-year period. Grant letters are issued annually to each institution setting out the precise allocation of funds and the objectives for the forthcoming year. About two-thirds of HEFCE funds support learning in institutions of higher education. This document describes various aspects of the HEFCE mission and its operations. (SLD)

ED 464 538 HE 034 851

Benson, Lee, Ed.; Harkavy, Ira, Ed.
Universities and Community Schools, 2002.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 02
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

and the responses to the two summative questions about satisfaction were also positive. Results for 2 areas suggest that the University may need to review services for employees who made a hiring decision within the last 2 years and respondents who completed a University performance appraisal within the last 2 years. These employees did not express the same degree of satisfaction as others. An appendix contains six tables of survey data. (SLD)

ED 464 558 HE 034 873

MacFarland, Thomas W.
Faculty and Administrators at Nova Southeastern University Respond to a Winter Term 2000 Office of Grants and Contracts Customer Satisfaction Survey. Research and Planning Report.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; *College Faculty; Consumer Economics; *Grants; Higher Education; *Satisfaction; Surveys
IDENTIFIERS- *Customer Satisfaction; *Nova Southeastern University FL

In 1996, the Office of Grants and Contracts at Nova Southeastern University (Florida) began a reporting process to determine the extent of constituent satisfaction with its services. This study, performed in the year 2000, repeated the established reporting process. The invited sample of 532 included full-time faculty, administrators, selected contacts, principal investigators, and contract officers. The return rate was 16% (85 of 532), which is generally in parity with the 14% return rate from the 1996 survey. The Office of Grants and Contracts provides a variety of consulting, coordination, and management services to faculty and administrators, and respondents to this survey provided a positive assessment of these services. Because the return rate was low, it may be useful for the Office of Grants and Contracts to explore further means of communicating about the types of services offered. It is likely that the core constituency of faculty and administrators who use these services is very satisfied. (Contains 10 tables and 5 references.) (SLD)

ED 464 559 HE 034 874

Lechuga, Vicente M.
Will the Pell Grant Have the Ability To Provide Access and Choice to Low-Income Students in the Future?
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Disadvantaged Youth; Futures (of Society); *Grants; Higher Education; *Low Income Groups; Paying for College; Program Development; *School Choice; Student Costs; *Student Financial Aid
IDENTIFIERS- *Pell Grant Program

This paper provides a basic understanding of the Pell Grant program and summarizes the evidence regarding its effectiveness. The Basic Educational Opportunities Program, known as the Pell Grant program, began in 1973 as a means of providing disadvantaged students access to a postsecondary useful for the purposes the community defines for itself. This discussion connects the somewhat sparse literature from communications and cultural studies theorists on audiencing with concerns regarding textual experimentation and varieties of getting real. It suggests some yardsticks for gauging who new audiences might be, and it then speculates about the audiences and the best ways to reach them. (Contains 17 references.) (SLD)

ED 464 580 HE 034 925

Kane, Steven T.; Joy, Crystal
Symptom Complaint Patterns in College Students with Learning Disabilities.
PUB DATE- 02
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Ability; *Attention Deficit Disorders; *College Students; Higher Education; Hyperactivity; *Learning Disabilities; *Symptoms (Individual Disorders)
IDENTIFIERS- Diagnostic Statistical Manual of Mental Disorders

This study analyzed symptom complaint patterns and perceived academic impairment in a sample of 189 university students diagnosed with various learning disorders (LD). Each participant underwent an extensive standardized assessment battery and was diagnosed according to the fourth edition of the Diagnostic and Statistical Manual of Mental Disorders of the American Psychiatric Association. Participants also completed the Adult Learning Difficulties Assessment, a 123-item survey assessing perceived impairment in reading, writing, spelling, mathematics, listening, concentration, memory, organizational skills, sense of control, and anxiety. Analysis of variance revealed significant differences in level of perceived academic impairment between the LD groups, with the Attention Deficit Hyperactivity Disorder group reporting the most perceived impairment. Specific symptom complaint patterns for each learning disorder, along with limitations of the study and implications for future research, are discussed. (Author/SLD)

ED 464 581 HE 034 926

Majnerick, Troy G.
Assessment of Rowan University's Peer Referral Orientation Staff.
PUB DATE- 02
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Higher Education; Induction; Orientation; *Peer Counseling; Peer Relationship; Program Evaluation; *Student Adjustment; Student Surveys
IDENTIFIERS- *Rowan University NJ

An evaluation was conducted of the Peer Referral Orientation Staff (PROS) program of Rowan University to determine the extent to which the program is meeting its desired goals and objectives and achieving the desired effects for the students it serves. PROS members are currently enrolled students who are trained to offer personal, social, and educational services to their peers. A survey was constructed to assess the program's instruction; the need for new curriculum in early mathematics; the PLATO R early math curricula; PLATO R Learning's "Math Expeditions" program (including a table that lists projects and activities for specific skills taught in each grade level); "Projects for the Real World" (including a table that lists units, skill, and number of activities in which topics are used for levels A through I); and teaching with PLATO R early mathematics. (Contains 40 references.) (AEF)

ED 464 601 IR 021 184

Foshay, Rob
An Overview of the Research Base of PLATO. Technical Paper.
PUB DATE- 02
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Computer Software Development; *Courseware; *Educational Research; *Educational Technology; Educational Theories; Elementary Education; Instructional Design; *Instructional Materials; Mathematics Instruction; Reading Instruction; Standards; Teaching Methods

Professional educators demand that their methods and instructional resources be soundly based on research and theory. From its origins nearly 40 years ago, the PLATO R system has built the largest base of basic research on computer-based learning in the field. Beginning with research funded by the National Science Foundation and conducted at the University of Illinois and collaborating institutions, nearly 900 references on the PLATO R system are listed in the ERIC educational research database. This paper summarizes the research base of PLATO R Learning's instructional software, and describes the theoretical grounding of the curricula in the theory of reading, mathematics, and instructional design. It describes the PLATO R independent evaluation program and summarizes effectiveness studies performed as part of the ongoing program. PLATO R 's instructional design standards are described with nine tables, covering the areas of general design; standards for content/information; comparison of direct instructional models; standards for tutorials; standards for application practice; standards for problem solving activities and simulations; standards for information software; standards for tool software; and standards for tests. (Contains 77 references.) (AEF)

ED 464 602 IR 021 185

Quinn, Bill; Foshay, Rob; Loomis, Carol
Teaching Beginning Reading with PLATO Courseware: An Overview of the New PLATO Beginning Reading Solution and How To Use It. Technical Paper.
PUB DATE- 01
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; Computer Software; *Courseware; Curriculum Design; *Educational Technology; Elementary Education; *Instructional Materials; Reading Achievement; *Reading Instruction; Student Projects

Research on effective beginning reading instruction has helped to

Technology Conference (7th, Murfreesboro, TN, April 7-9, 2002); see IR 021 870.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; Computer Uses in Education; *Distance Education; Educational Technology; Higher Education; *Instructional Design; *Instructional Innovation; Questionnaires; Teacher Surveys; *Web Based Instruction

This paper describes the results of a study into the conditions that facilitate the implementation of innovations. This study originated from an earlier paper on the employment of the following eight conditions during the instructional design process: dissatisfaction with the status quo; skills and knowledge; adequate resources; rewards or incentives; adequate time; participation; commitment; and leadership. This study employed an online survey to assess faculty members' perceptions of the relative importance of these eight conditions when implementing an online degree program. The current study used case based scenario questions in order to operationalize the eight conditions. The purpose of this study was to determine which of the eight conditions faculty in higher education perceived as the most influential when implementing an online degree program. Results of the study can assist universities in implementing online degree programs. The results provide information concerning the perceived importance of the eight conditions that facilitate implementation. A copy of the questionnaire is appended. (MES)

ED 464 623 IR 021 392

Hughes, Joseph J.
When Good Intentions Are not Enough: Motivating Faculty "Ownership" of IT Initiatives.
PUB DATE- 02
NOTE- 11p.; In: Teaching, Learning, & Technology: The Connected Classroom. Proceedings of the Annual Mid-South Instructional Technology Conference (7th, Murfreesboro, TN, April 7-9, 2002); see IR 021 870.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Technology; Evaluation Problems; Faculty Promotion; Higher Education; *Instructional Development; *Teacher Motivation
IDENTIFIERS- *Barriers to Implementation; Learning Curves; *Technology Implementation

This paper analyzes impediments to implementation of instructional technology (IT) initiatives as seen by a faculty member who has actively used IT since 1995. The three major impediments (the steep learning curve, difficulty in assessing success, and questions of applicability toward professional advancement) are discussed and some tentative solutions suggested. (Author/MES)

ED 464 624 IR 021 394

Lant, Kathleen Margaret
Flesh and Bone: Information Literacy, Teaching, and the Connected Classroom.
PUB DATE- 02

libraries' partnership with other members of the higher education community in working toward a common goal of student success is also examined. Further, the book gives practical examples of programs, policies, and projects designed to increase the success and retention of students. The following chapters are included: (1) "Library Mission Statements: Effective Tools for Change" (Andrea Kross); (2) "Holistic Approach to Diversity: Practical Projects for Promoting Inclusivity" (Arglenda Friday); (3) "Muses, Mind-sets, and Models: How Technology Is Shaping Library Services" (Elizabeth A. Dupuis); (4) "Fishing for Success: Faculty/Librarian Collaboration Nets Effective Library Assignments" (Caroline Gilson and Stephanie Michel); (5) "The Greatest Problem with Which the Library Is Confronted: A Survey of Academic Library Outreach to the Freshman Course" (Cindy Pierard and Kathryn Graves); (6) "The Role of the Library in Student Retention" (Darla Rushing and Deborah Poole); (7) "The Penn State Engineering Library and Women in Engineering Program: A Partnership To Encourage the Retention of Women Engineering Students" (Kelly M. Jordan); and (8) "Information Literacy (LIB 150) at Fort Lewis College: Innovative Approaches to Instruction in a Required Course" (Tina Evans). Each chapter contains references. (MES)

ED 464 644   IR 058 458

Carr, Jo Ann, Ed.
A Guide to the Management of Curriculum Materials Centers for the 21st Century: The Promise and the Challenge.
PUB DATE- 01
NOTE- 197p.; Prepared by the Ad Hoc Management of Curriculum Materials Committee.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Access to Information; Annotated Bibliographies; Electronic Libraries; Higher Education; *Instructional Materials; Librarian Teacher Cooperation; Librarians; *Library Administration; *Library Collection Development; Library Collections; Library Material Selection; *Library Services; *Resource Centers; *Teacher Education

Curriculum Materials Centers (CMCs), resource centers that support teacher education programs, are facing many challenges, including maintaining funding, meeting increased expectations, and coping with changes in technology. This volume covers a wide range of management issues from the perspective of 18 librarians, including practical advice on budgets, collection development, effective access, virtual collections, outreach and public relations, and collaborative activities, among others. The following chapters are included: (1) "Professional Education" (Scott Walter); (2) "Curriculum Materials Centers Budgets" (Mike Tillman); (3) "Paying the Piper and Retaining a Tune Worth Dancing to: Balancing Funding Sources and the Collection Development Process" (Judith M. Hildebrandt and Peggie Partello); (4) "K-12 Textbooks Series Sets in CMCs: Collection Development and Management Issues" (Lorene R. Sisson and Allison G. Kaplan); (5) "Criteria for Selection and Deselection of CMC Materials, Both New and Donated" (John Hickok); (6) "Providing Effective and Efficient Access to Curriculum Materials" (Gary Lare); (7) "Management Tools for Maintaining a CMC Virtual Collection" (Patricia O'Brien Libutti); (8) "Collection Development for CMC Reference Materials" (Peter Cupery, Lori Delaney, and Bernie Foulk); (9)

Beachler, Judy
How Are We Doing? Results of the February 2001 Employee Survey District-Wide Report.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *College Role; *Community Colleges; Educational Assessment; *Employee Attitudes; Employer Employee Relationship; *Participant Satisfaction; Surveys; *Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *Los Rios Community College District CA

This document discusses the results of a 2001 employee survey for Los Rios Community College District (LRCCD) (California). The survey gathered information on employee perceptions and satisfaction with their current positions and the services provided by their community college and the district. A total of 1,462 LRCCD employees responded to the survey, for a 45% response rate. Results included: (1) most respondents to the survey were faculty members; (2) approximately 71% of the respondents were white, full-time employees with an average of 9.6 years of employment in the district; (3) approximately 61% of the respondents were female; (4) most employees expressed feeling proud to work for the district; (5) most employees indicated that they were treated fairly and felt safe at work; (6) 86% of the respondents expressed that they thought students received a quality education from the community college; (7) approximately 41% of the respondents expressed that their department was under-staffed to achieve their goals; (8) some employees expressed that pay and retirement benefits were insufficient; and (9) 30% of the respondents felt that there were few opportunities for promotion and that communication around the college or district was poor. The report provides four statistical tables and recommendations to district leaders for improving service and employee satisfaction. Survey instrument is included. (MKF)

ED 464 665 JC 020 356

Glyer-Culver, Betty
Los Rios Community College District Office of Institutional Research Fall 2001 Student Profile Based upon First Census Data.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; College Role; *Community Colleges; *Educational Assessment; *Enrollment; Minority Groups; Student Attitudes; *Student Characteristics; Student Educational Objectives; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Los Rios Community College District CA

This document provides a fall 2001 student profile for the Los Rios Community College District (LRCCD) (California). It includes information on student demographic and enrollment trends. Highlights show that: (1) student enrollment in the district has increased over each of the previous six years; (2) 69,390 students enrolled in one of the three district community colleges in fall 2001; (3) approximately 55% of students were white, with Asian and Latino students representing the next two largest ethnic categories, respectively; (4) the proportion of

Commonwealth of Virginia, discusses [illegible] audit of the Virginia Community College System (VCCS) balance sheet as of June 30, 2000. The auditors considered internal controls over financial reporting and tested compliance with certain provisions of laws, regulations, contracts, and grants in accordance with generally accepted standards and the standards applicable to financial audits contained in Government Auditing Standards. Internal Control findings included the following: Five of nine Germanna Community College credit card holders tested did not comply with small purchase charge card procedures. Some cardholders split purchases in order to appear to be in compliance with purchase limits. Tidewater Community College failed to cancel a terminated employee's credit card until 85 days after termination. The audit also found that Germanna did not have written procedures for removing computer access for terminated employees. Northern Virginia Community College failed to remove access to critical financial systems for seven terminated employees. Virginia Highlands Community College recorded acquisitions, disposals, and transfers of assets in its fixed asset system up to 11 months after the change occurred, recorded incorrect assets for three assets, and failed to remove one asset no longer in its possession. This report also makes recommendations for remediation. (NB)

ED 464 685   JC 020 387

Student Satisfaction. YESS Survey Results, 2000.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ancillary School Services; College Role; Community Colleges; *Educational Assessment; Educational Facilities; Educational Finance; *Institutional Evaluation; Participant Satisfaction; Program Evaluation; *Student Attitudes; Two Year Colleges
IDENTIFIERS- *Howard Community College MD

This is a report on the 2000 Yearly Evaluation of Services by Students (YESS) survey administered by Howard Community College (HCC) (Maryland) to assess student satisfaction with college services and other aspects of the campus environment. The YESS survey has been administered since 1991. In 2000, 991 out of 2,215 students responded to the survey (response rate 41%). Demographics indicated that: (1) approximately 59% of the respondents were female; (2) approximately 66% were 25 or younger; (3) 65% were white; and (4) 42% and 36% of the respondents were employed full or part time, respectively. Other results included: (1) most respondents chose to attend HCC due to its proximity and affordability; (2) approximately 55% of the respondents expressed the intent to transfer to a four-year institution; (3) most respondents expressed that they would attend HCC again and recommend it to others; (4) HCC services that received high student satisfaction ratings included admissions, registration, the library, bookstore, the HCC Web site, the testing center, and the learning assistance center; (5) students expressed satisfaction with class sizes, campus diversity, campus safety, computer services, faculty attitude/availability, quality of instruction, transfer services, and advising services; and (6) parking services, financial aid, and the cafeteria were among the lowest-rated HCC services. The report offers comparison tables between full- and part-time students, day and evening students, and ethnic groups. Results between all groups were fairly similar. The contacts, exhibit schedule, and study tours; and a partial listing of resources related to the Reggio Emilia educational philosophy. The fall 2000 issue includes an article introducing the 2000 Reggio Children Summer Institute in the United States as well as articles on organization as a value within education, descriptions of how programs have changed as a result of their dialogue with the Reggio Emilia approach, and a review of the book "Reggio Tutta: A Guide to the City by the Children." The winter 2001 issue includes articles on adult relations in Italian early care and education and on creating a community for infants. The spring/summer 2001 issue includes articles on the role of participation in the experience of the Reggio Emilia infant-toddler centers and preschools, and on family and community participation at a Reggio program in the United States. The fall 2001 issue includes articles on the pedagogy of listening, the documentation cycle, and documentation and the art of teaching. (KB)

ED 464 705 PS 030 285

Child Support and Fatherhood Proposals. Hearing before the Subcommittee on Human Resources of the Committee on Ways and Means. House of Representatives, One Hundred Seventh Congress, First Session.
PUB DATE- 01
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Support; *Fathers; *Federal Legislation; Federal Programs; Government Role; Hearings; Marriage; Parent Child Relationship; *Parent Responsibility; Program Descriptions; Taxes; *Welfare Recipients; Welfare Reform
IDENTIFIERS- *Child Support Enforcement; Child Support Enforcement Program; Congress 107th; Family Support; *Noncustodial Parents

These hearings transcripts compile testimony before the Subcommittee on Human Resources of the Committee on Ways and Means focusing on the performance of the child support enforcement program and providing information on current child support and fatherhood proposals. Oral testimony was heard from eight invited witnesses. Three members of Congress discussed proposals to strengthen child support enforcement through changing the tax code and allowing support money to flow directly to the child's mother rather than to the state. Representatives from various advocacy and community organizations discussed the need to reduce out-of-wedlock births, simplify child support distribution, eliminate the cap on child support federal incentive funding, provide support and help to fathers who want to pay child support but cannot, and emphasize fatherhood as well as marriage in welfare reform authorization. Witnesses emphasized that the child support reform enacted in 1996 substantially improved the performance of the child support program; they further asserted that H.R. 1471 and other proposals illustrate the progression away from a child support system focused on cost recovery to one promoting family self-sufficiency, noting that assignment and distribution reforms in H.R. 1471 would increase child support for poor children and would also fund demonstration projects serving low-income noncustodial parents. Thirty submissions for the record from advocacy organizations and parents examined issues related to fathers' rights, described problems with the current child support system in particular and with welfare reform in general, detailed social consequences of salary or benefits, and eight because of dissatisfaction with teaching. The interviewees voiced an overall lack of support from school administrators, problems with unmotivated students, fear of legal consequences, school politics, low salaries, and frustration with educational bureaucracy as reasons for their dissatisfaction with teaching. The researcher recommended improvements in teacher education, especially through mentoring and licensure changes, as well as community-building in schools to increase teacher retention. (Contains 29 references.) (KC)

ED 464 214 CE 083 078

Training Manual for Local Government Representatives in Non-Formal Education.
PUB DATE- 01
NOTE- 228p.; Prepared under the supervision of Qutub Khan.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Continuing Education; Definitions; Delivery Systems; Developing Nations; Economic Development; *Educational Administration; Educational Objectives; *Educational Planning; Educational Principles; Evaluation Methods; Foreign Countries; Government Role; *Government School Relationship; Guidelines; Learning Activities; Learning Modules; Literacy Education; *Local Government; *Nonformal Education; Orientation; Program Development; Program Evaluation; Questionnaires; Role of Education; Teaching Guides; Trainers; *Training Methods; Womens Education
IDENTIFIERS- Asia Pacific Region; Grassroots Efforts; *Localization (Administrative)

This training manual is intended to introduce local government representatives (LGRs) to the concepts of literacy and development and the role of LGRs in nonformal education (NFE). The manual's primary objective is to encourage participatory dialogue and shaping of experiences by LGRs. It can also serve as a tool for demonstrating the essential stages for developing and implementing literacy and continuing education programs. The introduction traces recent trends in NFE in developing nations, particularly in the Asia-Pacific region. The following are among the topics discussed in the five modules: (1) basic definitions related to literacy and the characteristics of learners; the association of education with human development; and the importance of education in general and education of girls and women in particular; (2) the role of local government in education, the role of LGRs at the community and grassroots levels, and the significance of decentralization; (3) identification and assessment of existing NFE programs, mobilization of community support at the grassroots level, training needs of NFE facilitators, project agencies, and teaching and learning materials; (4) skills required for training, training methods and strategies, orientation of LGRs, and evaluation of training; and (5) guidelines for trainers on successful planning, monitoring, and evaluation of training programs for LGRs. (MN)

ED 464 215 CE 083 116

Hartkamp, Jannes
Apprenticeship in France, Ireland, the Netherlands and Scotland: Comparisons and Trends.
PUB DATE- 01
NOTE- 31p.; Paper presented at the European Conference on

Mishra, Sanjaya
Designing Online Learning. Knowledge Series: A Topical, Start-Up Guide to Distance Education Practice and Delivery.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Computers; Computer Uses in Education; Definitions; *Delivery Systems; Distance Education; *Educational Environment; *Educational Media; *Educational Technology; Foreign Countries; Guidelines; *Instructional Design; Internet; *Online Courses; Postsecondary Education; Program Implementation; Systems Approach; Teacher Student Relationship; Web Based Instruction; World Wide Web
IDENTIFIERS- Intranets

The term "online learning" refers to an Internet- or intranet-based teaching and learning system designed for World Wide Web-based delivery without face-to-face contact between teacher and learner. The Internet is the backbone of online learning. The following media are available to designers of online courses: text; graphics and images; audio and video; animation and 3D models; communication tools; electronic mail; mailing lists; discussion boards; and chat. Designing online learning requires grounding in pedagogy, understanding of the subject to be taught, and understanding of the workings of the Web. The following items are critical to building an online environment: (1) a needs analysis to identify the demand for online courses and course credits and equivalence; (2) a learner profile focusing on hardware/software, Internet access/bandwidth, and costs; (3) an organizational profile identifying expertise and infrastructure and the level of faculty development; (4) a blueprint containing pedagogical features, the media mix, provisions for interaction, assessment procedures, learner responsibilities, and the course's development strategy; (5) institutional preparation; (6) learning materials development; (7) evaluation; (8) promotion of the course; and (9) maintenance and updating. Developing effective online learning requires an understanding of the features of the Web and a carefully planned blueprint for implementation. (Contains 30 references and Web resources.) (MN)

ED 464 234 CE 083 192

Kanwar, Asha S., Ed.; Taplin, Margaret, Ed.
Brave New Women of Asia: How Distance Education Changed Their Lives.
SPONS. AGENCY- United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.
PUB DATE- 01
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Attitude Change; Caregivers; Case Studies; *Change Agents; Developing Nations; *Distance Education; Educational Attitudes; Family Financial Resources; Family Relationship; *Family School Relationship; Foreign Countries; Literature Reviews; One Parent Family; *Outcomes of

Legislative and administrative options for action are designing a welfare-to-work system with temporary employment, encouraging public-private partnerships, and temporary help assignments as an alternative to community service. (Contains 35 references and 80 endnotes.) (YLB)

ED 464 251 CE 083 214

Miller, Steven K.
A UN Initiative on Youth Employment: Presentation of the Secretary-General's Youth Employment Network Meeting of the International Vocational and Educational Training Association (IVETA).
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual Conference of the Association for Career and Technical Education (75th, New Orleans, LA, December 13-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developed Nations; Developing Nations; *Economic Development; Educational Finance; Entrepreneurship; Equal Opportunities (Jobs); Federal Aid; Females; Foreign Countries; Government Role; *Job Development; Labor Force Development; National Programs; Policy Formation; *Public Policy; *Sex Fairness; *Unemployment; Vocational Education; *Youth Employment
IDENTIFIERS- Youth Employment Network

The United Nations (UN) General Assembly has mandated the Youth Employment Network, an initiative to address youth unemployment. Policy recommendations have been finalized, including an ambitious political process now being put into place. It invites heads of state and government to develop national action plans with targets for job creation and unemployment reduction and to take personal responsibility for presenting these plans to the UN. Implications that can be drawn from the political process are that youth employment provides an entry point into broader issues of employment and the political commitment of governments provides an umbrella and space for action for non-governmental actors. The policy recommendations present youth as an asset. The political message that is the basis for the recommendations can be summarized in these four "Es": employability (invest in education and vocational training for youth and improve the impact of those investments); equal opportunities (give young women the same opportunities as young men); entrepreneurship (make it easier to start and run enterprises to provide more and better jobs for youth); and employment creation (place this at the center of macroeconomic policy). Implications of the network's conclusions are that education and training are important to creating good quality employment and youth employment is a particular concern in developing countries where most youth live. (YLB)

ED 464 252 CE 083 217

E-Learning and Training in Europe: A Survey into the Use of e-Learning in Training and Professional Development in the European Union. CEDEFOP Reference Series.
PUB DATE- 01
NOTE- 71p.; In cooperation with Terry Ward and Tim Harrison with the assistance of Jane Massey. Also available in German and French.

increased their receipt of such education; (2) assignment to education-focused programs did not generally appear to have substantial payoffs for welfare recipients in terms of education outcomes; and (3) earning a General Educational Development (GED) certificate, increasing basic skills, or subsequently participating in postsecondary programs yielded substantial benefits in terms of employment, earnings, and self-sufficiency. The following items are appended: discussions of the data sources and research samples; five supplementary tables; and descriptions and discussions of the survey instruments and subgroups.(Contains 63 references and 54 tables/figures.) (MN)

ED 464 268   CG 031 688

Johnson, C. D., Ed.; Johnson, Sharon K., Ed.
Building Stronger School Counseling Programs: Bringing Futuristic Approaches into the Present.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 332p.; For individual chapters, see CG 031 689-707. Foreword by Donald G. Hays.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Counseling Services; Counseling Techniques; Counselor Training; Elementary Secondary Education; *Futures (of Society); Higher Education; Political Issues; *Program Development; School Community Relationship; *School Counseling; School Counselors; Technological Advancement; *Trend Analysis
IDENTIFIERS- Multicultural Counseling

This publication brings together authors from a variety of fields to speculate about the future of counseling. Some believe that change in the future will be incremental and of a short-term nature, resolving problems as they arise. Others see transitional changes that will be orderly and linear, while still others see transformational change with great new patterns evolving. The book is divided into six sections: Embracing the Community; Counseling for Employability; Considering Multicultural Issues; Staying the Course; Preparing Student Support Professionals; and Riding Political and Technological Currents. Chapters include: (1) Current Trends and Their Implications for Futures in the Counseling Profession (P. N. Wickwire); (2) The Student Support Team as a Professional Learning Community (R. DuFour, A. Guidice, D. Magee, P. Martin, B. Zivkovic); (3) Paradigms for Future School Counseling Programs (F. Bemak); (4) Counseling in Community: Myth or Reality? (J. Allen); (5) Counselors and the Community (R. Anderson); (6) Taking Comprehensive Competency-Based Guidance to Business and Industry (T. K. Ammon); (7) Paradigms for Future Guidance Programs: A Longitudinal Approach to Preparing Youth for Employability (C. F. Toepfer, Jr.); (8) The Counselor as a Member of a Culturally Proficient School Leadership Team (K. N. Robins, D. B. Lindsey); (9) School Counseling in the Twenty-First Century: A Systemic Multicultural Approach (S. T. Behring); (10) Comprehensive School Guidance Programs in the Future: Staying the Course (N. C. Gysbers); (11) Student Support Programs: 2021 (G. M. Gazda); (12) School Counselors Center on Academic Achievement (C. Hanson); (13) Changing School Counselors Preparation: A Critical Need (R. M. House, P. J. Martin, C. C. Ward); (14)

(022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Child Abuse; Child Neglect; *Continuing Education; *Counseling; Counseling Techniques; *Counselor Training; Eye Movements; Family Counseling; Group Therapy; Homosexuality; *Mental Disorders; *Mental Health; Psychotherapy; Sexual Abuse; Substance Abuse; Supervision
IDENTIFIERS- Chronic Fatigue Syndrome; Diagnostic Statistical Manual of Mental Disorders; Multiple Sclerosis; Traumas

A collection of 12 lessons, this volume covers a wide range of concerns in mental health counseling. The lessons, which may be applied toward continuing education credits, are: (1) "Perspectives on the Essentials of Clinical Supervision" (Stephen A. Anderson); (2) "Adlerian Group Psychotherapy: A Brief Therapy Approach" (Manford A. Sonstegard, James Robert Bitter, Pari Peggy Pelonis-Peneros, and William G. Nicholl); (3) "Substance Abuse Treatment for Pregnant and Parenting Women" (Rivka Greenberg, Judith Fry McComish, and Jennifer Kent-Bryant); (4) "Family Therapy for with Lesbians and Gay Men" (Maeve Malley and Fiona Tasker); (5) "Psychological and Cognitive Correlates of Coping by Patients with Multiple Sclerosis" (William W. Beatty and Brian T. Maynard); (6) "Eye Movement Desensitization and Reprocessing (EMDR): Clinical Implications of an Integrated Psychotherapy Treatment" (Francine Shapiro and Louise Maxfield); (7) "Counseling Strategies with Women Survivors of Child Sexual Abuse" (Kathleen M. Palm and Victoria M. Follete); (8) "Identifying and Treating Body Dysmorphic Disorder" (Dean McKay); (9) "Masochistic Phenomena Reconceptualized as a Response to Trauma: Recovery and Treatment" (Elizabeth Howell); (10) "Counseling Poor, Abused, and Neglected Children in Fair Society" (Brenda Geiger); (11) "Chronic Fatigue Syndrome: Assessing Symptoms and Activity Levels for Treatment" (Constance W. Van der Eb and Leonard A. Jason); (12) "The Limitations of the DSM-IV as a Diagnostic Tool" (G. J. Tucker); and (Special Report) Jealousy, Communication, and Attachment Style (Laura K. Guerrero). Each lesson contains references. (GCP)

ED 464 292   CG 031 714

Cermele, Debra E., Ed.
Directions in Marriage and Family Therapy, 1994.
PUB DATE- 94
NOTE- 106p.; Continuing education credit may be available based on completion of questions following each lesson (contact publisher for requirements).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Abortions; *Counseling Techniques; Death; Family Caregivers; *Family Counseling; Feminism; *Marriage Counseling; Posttraumatic Stress Disorder; Sexuality
IDENTIFIERS- Individualized Service Plans

In an effort to help practitioners deal with the great volume of current literature in the field of marriage and family therapy, this compilation attempts to present clinically relevant material in a user-friendly format. Topics selected for inclusion are believed to be up-to-date, informative, and clinically meaningful--as well as theoretically based and empirically grounded. The lessons, which may be applied toward continuing education credits, are: (1) "A Problem-Centered

College Admission in 1998 and 1999. The book is a source of information for the beginning and experienced counseling professional, as well as a tool for professionals in education who want to keep abreast of ethical issues in the field. Articles include: "Statement on Ethics" (Jerry Pope); "College Admission Professionals: Who Are We Now?" (Janet Lavin Rapelye); "College Admission: Profession or Industry?" (Lloyd Thacker); "Policies, Practices and Philosophy" (Joseph A. Russo); "Admission, Ethics and Financial Aid: Formulating and Applying an Ethical Framework to the Need-Blind Debate" (Andrew Roth); "Willingness To Use Deception on a College Application" (Ashley Rowatt and Wade C. Rowatt); "Time to Reassess the Application Essay" (Bruce Hammond); "Disclosure and College Admission" (Scott White); "Rank Bellies" (Marna Shapiro); and "Ethics: My Turn" (Lois C. Mazzuca). (GCP)

ED 464 314 CS 014 594

Ediger, Marlow
What Makes for a Good Reading Curriculum?
PUB DATE- 02
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; Comparative Analysis; *Humanism; Primary Education; *Reading Instruction; *State Standards
IDENTIFIERS- Mandated Tests

This paper analyzes each of three different plans of reading instruction and raises questions regarding these individual plans of teaching reading. The paper first discusses state standards and the reading curriculum and whether state-mandated testing improves the reading curriculum. In contrast to state-mandated testing, it then considers humanism as a psychology of learning that makes for a good reading curriculum. Finally, the paper discusses basal readers and the reading curriculum. (NKA)

ED 464 315 CS 014 595

Ediger, Marlow
Improving Teacher Questions in Reading Instruction.
PUB DATE- 02
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; *Questioning Techniques; *Reading Instruction; Student Educational Objectives; *Teacher Role
IDENTIFIERS- *Questions; Reading Uses

Teachers need to be able to ask quality questions in the teaching of reading--questions to assess student comprehension and to clarify content, questions to enable learners to engage in higher levels of cognition such as creative and critical thinking, questions to help students engage in meaningful reading experiences and become lifelong learners, and questions to diagnose and remediate student reading difficulties. In reading expository materials, students should be helped to differentiate facts from opinions. A kind of developmental question in reading for teachers to raise is to have students detect persuasive language. Another type of question for

Reading Power (DRP) standardized test after taking the course; in 20 other Bay Area middle and high schools, students gained almost two years reading comprehension from October to May. Other articles in the newsletter are: "Institute Trains Overlooked Population: Tutors and Paraeducators"; "Teaching Children to Read Is Everyone's Responsibility"; and "Network Trains Teachers To Help All Children Become Literate." (NKA)

ED 464 335 CS 510 884

Bruno, Maria
Creative Writing: The Warm-Up.
PUB DATE- 02
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Awareness; *Characterization; *Classroom Techniques; *Creative Writing; Films; Free Writing; Higher Education; Student Journals; *Writing Strategies
IDENTIFIERS- Personal Writing; Screenwriting; Voice (Rhetoric); Writing Groups

A writing instructor's quest in a screenwriting course was to convince her students to get in touch with their inner voices. Her male students are mostly Tarantino clones who write scripts that could star Robert DeNiro or Harvey Keitel. The instructor wanted them to create characters that are believable and that the audience can attach to in a meaningful way. She worked all summer creating a course that would help them explore their inner selves as writers. She used rhythms, first bringing drums and tambourines and giving the students freewriting assignments while she beat a rhythm, and later played classical music at the beginning of each hour while they wrote. Three by five cards were used for journal keeping--the students kept them in their pockets and were told to write down whatever came to them. A visit to the Horticultural Gardens allowed exploration of the five senses. If they could connect, even briefly, to that inner child, they might be able to find that original voice they were born with, and leap to a new place. Most important, they worked in groups for the entire class. A writing group can be a writer's lifeline--a source of constant evolving inspiration, a place where there is trust. (NKA)

ED 464 336 CS 510 885

Bartlett, J. L.
"From the Eyes of a Student": Performing Subjectivity in the Composition Classroom.
PUB DATE- 02
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Discourse; Higher Education; *Revision (Written Composition); *Writing Assignments; *Writing

and ELA standards and benchmarks. Teachers may use the guide to familiarize their students with the test format; to ensure that their instruction and classroom assessments also include these types of formats; to serve as a source for rubrics models for classroom assessment; and to ensure that their instruction and assessment are aligned with the state content standards. The teacher's guide is divided into these parts: Summary; Preface; Test Design; LEAP 21 Scoring Information; Assessment Framework: Grade 4; Assessment Framework: Grade 8; and Assessment Framework: Grade 10. Appendix A contains test administration schedule; Appendix B contains standards and benchmark statements, across grades. (NKA)

ED 464 355 CS 510 966

Bordelon, Suzanne
Service Learning and Multiculturalism: Integrating Cultural Knowledge of Native Elders into the Writing Classroom.
PUB DATE- 02
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alaska Natives; Cultural Awareness; Higher Education; Multicultural Education; *Service Learning; *Student Reaction; *Writing Instruction
IDENTIFIERS- Contact Zones; *Native Americans; University of Alaska Fairbanks

Service-learning experiences can introduce students to locations they typically might not encounter in the composition classroom. This paper discusses a unique program at the University of Alaska Fairbanks that provides a rich and productive contact zone for students. Specifically, the paper discusses the author/educator's attempts to connect her writing students with a program that brings Native Elders to the campus where they serve as Elders-in-Residence. The paper shares positive stories about the students' reactions, but there were also challenges encountered in integrating service-learning and multicultural components in the classroom. In addition, the paper explores ways of potentially responding to the challenges. (Contains 10 references.) (NKA)

ED 464 356 CS 510 970

Collins, David; Collins, Ann
Advancing Reading Achievement: Becoming Effective Teachers of Reading through Collective Study.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Action Research; Elementary Secondary Education; Group Activities; Instructional Effectiveness; Professional

module explains the process of building comprehension in readers so that they read for meaning and understanding. There are six interferences to comprehension that can impede a reader's ability to gain meaning from text. Teachers of reading should be able to identify a student's interference and act on it appropriately. Likewise, students must be taught to recognize what is interfering and to apply specific strategies that enable them to get the author's meaning. This module also expounds on the amount of reading--which is the single most important factor in improving reading comprehension. Sections of the module, and associated objectives, are: (1) "Introduction" (comprehension has to be built; and what six factors influence comprehension); (2) "Comprehension Monitoring" (how to teach students to monitor their own use of comprehension strategies; and how to use fix-up strategies); (3) "Text Structure" (how to teach students to use internal and external text structure to build comprehension); (4) "Explicit Instruction/Comprehension Strategies" (how teacher-directed explicit instruction in comprehension strategies helps students to build listening and reading comprehension; and how to help students build reading comprehension by teaching students to use pre, during, and after reading strategies with both narrative and expository text); (5) "Amount of Reading" (amount of reading is an important variable in expanding students' reading power; teaching strategies that help to increase the amount of reading that students do; and incentives that can motivate students to read); (6) "Deep Discussion and Questioning" (how to write questions that will address all levels of thinking in order to build listening and reading comprehension; how to ask questions that promote deep discussion to build listening and reading comprehension; and strategies that promote deep discussion and questioning); and (7) "Content Area Reading" (how to build reading comprehension in the content areas by developing lesson plans, thematic units, and/or unit plans). (RS)

ED 464 373   CS 511 133

O'Neal, Marcia R.; Spor, Mary W.
Evaluation of the Alabama Reading Initiative, 1999-2000. Executive Summary.
SPONS. AGENCY- Alabama State Commission on Higher Education, Montgomery.
PUB DATE- 02
NOTE- 15p.; Prepared by Center for Educational Accountability, University of Alabama at Birmingham. Prepared with contributions from Scott Snyder. For complete report, see CS 511 125. Evaluation Project funded by Dwight D. Eisenhower Professional Development Program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; Elementary Secondary Education; Evaluation Methods; Literacy; *Preservice Teacher Education; Professional Development; Program Effectiveness; Reading Achievement; *Reading Improvement; Reading Instruction; *Reading Programs
IDENTIFIERS- Alabama Reading Initiative

This paper is a summary of the evaluation of the second complete year of the implementation of the Alabama Reading Initiative (ARI), which is designed to achieve 100% literacy by targeting reading performance of beginning reading and first-grade students, to expand the reading power for second- through twelfth-grade students and to intervene for struggling readers into practice? The guide is intended to give school leaders and school-system leaders practical ideas for encouraging and supporting effort as a means of improving student performance. Building leadership capacity means using effort to elicit effort from others. All members of the education community play significant roles. School boards need to promote programs and activities that encourage and support effort by the community. Administrators need to exhibit day-to-day behaviors that encourage and support effort by teachers and students. Teachers need to challenge students with rigorous, meaningful assignments and provide the extra time and support for students to complete them. Students need to understand that today's effort leads to tomorrow's success. (DFR)

ED 464 392 EA 031 598

Dukess, Laura F.
Meeting the Leadership Challenge. Designing Effective Principal Mentor Programs: The Experiences of Six New York City Community School Districts.
PUB DATE- 01
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Principals; Community Schools; Educational Change; Elementary Secondary Education; *Leadership Qualities; *Leadership Training; *Mentors; *Principals; Public Schools; School Districts; *School Effectiveness

Experience has shown that providing instructional, emotional, and managerial support to new principals by giving them experienced, expert principals as mentors can help to a large extent. Over the course of a year, New Visions for Public Schools studied six types of principal mentor programs offered to new and needy principals in six New York City community school districts and in New Vision small schools. Several different organizations, including the districts, universities, and the supervisors' union, made current and former principals available as mentors. The most striking and important differences concern the confidentiality of the relationship, the selection of the mentors, the selection of topics, and the support and preparation for the mentors. Through a review of scholarly and practitioner-based research, as well as in-depth interviews with 9 principal mentors, 14 mentees, and 6 superintendents or deputy superintendents supervising the mentor programs, New Visions was able to draw conclusions and make recommendations concerning effective principal mentor programs. Mentor principals must have sound records of success. They need very strong interpersonal skills; they should be reflective and compassionate, good listeners, and effective communicators who can speak the truth. (DFR)

ED 464 393 EA 031 599

Achilles, C. M.; Finn, J. D.
Making Sense of Continuing and Renewed Class-Size Findings and Interest.
PUB DATE- 02
NOTE- 43p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Diego, CA, February 14-17, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Classroom Environment; Educational Change; Educational Philosophy; Elementary Secondary Education; *School Restructuring; Teacher Influence; Teacher Student Relationship; Teaching Conditions

Multiyear teaching is part of an ongoing interest in ways of organizing schools to best support the social and academic aims of education. Here, teachers are assigned to follow the same class as their students move together from one grade level to the next. In the first of three sections, the potential benefits of multiyear teaching are introduced and their source located in one of the hallmarks of this approach--the continuity of relationships. This section's purpose is to engage readers with the important question of why schools and teachers would want to consider multiyear teaching in the first place. The second section provides an overview of research on multiyear teaching and how this approach is being used either by itself or in combination with other forms of school restructuring. Although the volume of literature on this topic is not large, findings generally support the benefits of long-term student-teacher relationships. The connections between multiyear teaching and contemporary issues related to student diversity, citizenship, and moral education are examined in the third section. (Contains 39 endnotes, 24 references, and 29 resource websites.) (RT)

ED 464 414 EA 031 651

McCarthy, Martha
Evolving Legal Standards Pertaining to Sexual Harassment: Administrators' Guide. From Inquiry to Practice.
PUB DATE- 99
NOTE- 23p.; For another title in the Inquiry to Practice series, see EA 031 650.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Guides; Civil Law; *Court Litigation; Elementary Secondary Education; *Legal Responsibility; School Law; *Sexual Harassment
IDENTIFIERS- Supreme Court

Few topics are receiving as much attention in the courts as sexual harassment. For example, the U.S. Supreme Court has delivered five case decisions since spring 1998. Three of the cases involved sexual harassment in employment, one involved teacher-to-student harassment, and one involved student-to-student (peer) harassment. These Supreme Court decisions resolved several important issues that had generated a range of lower court opinions during the past few years, but also raised concerns regarding the consequences of the new legal standards in terms of school district liability. This summary provides an overview of the evolving law governing sexual harassment in the workplace and in schools, with particular emphasis on the recent Supreme Court decisions and their implications for public school policies and practices. This report concludes with excerpts from "Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties," issued by the Department of Education Office for Civil Rights. (Contains 37 endnotes, 20 references, and 8

Advisory Council; (2) development of and conducting 9 Transition Leadership Institutes, each lasting 2 days, for 40 planning teams composed of 236 members and provision of ongoing technical assistance to participating sites; (3) dissemination of project components (an Internet Web site, brochures, the project's manual, articles, and presentations); and (4) evaluation of project impact. Also briefly addressed are logistical challenges experienced by the project and ongoing future activities. (DB)

ED 464 434 EC 308 935

Freedman, Miriam Kurtzig
Non-Standard Accommodations (Hereinafter Called Modifications): Just the Legal Basics.
PUB DATE- 01
NOTE- 4p.; Paper presented at Annual Conference on Large-Scale Assessment of the Council of Chief State School Officers (Houston, TX, June 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Compliance (Legal); *Disabilities; *Educational Assessment; Educational Legislation; Elementary Secondary Education; Federal Legislation; Legal Responsibility; State Standards; Student Evaluation
IDENTIFIERS- *Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504); Testing Accommodations (Disabilities)

This brief paper summarizes legal requirements for non-standard accommodations for students with special needs or disabilities in educational assessments based on the Individuals with Disabilities Education Act (IDEA) and Section 504 of the 1973 Rehabilitation Act. After noting that all students have due process rights under the 14th Amendment, the paper addresses the following topics: (1) test validity; (2) accommodations and modifications for children with disabilities; (3) the different views of accommodations and modifications as defined by the IDEA and psychometrists; (4) the responsibility of states and districts to set standards and develop fair and valid tests; (5) the mistaken view that the law requires that standards be fundamentally altered or lowered in order to accommodate children with disabilities; (6) the mistaken view that the law requires that students are automatically entitled to use Individualized Education Program accommodations on state tests; and (7) the mistaken view that it is unlawful to test a student in his or her area of disability, if that is what the test is designed to measure. (DB)

ED 464 435 EC 308 936

Increasing Utilization of SSI Work Incentive by Students Approaching Graduation Project. Final Report, 10/1/97 through 12/31/01.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 27p.; Project coordinator, Sheila Fesko. Part of the Research and Innovation To Improve Services and Results for Children with Disabilities program.
LANGUAGE- English

Appendices provide the sample verification table and disaggregated participation information. (DB)

ED 464 453 EC 308 965

Holub, Tamara
Entrepreneurship among People with Disabilities.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Disabilities; *Disability Discrimination; *Employment Opportunities; *Entrepreneurship; Resources; *Self Employment; Surveys

This brief paper reviews the literature on entrepreneurship among people with disabilities. It notes that entrepreneurship by individuals with disabilities is often a consequence of disability discrimination in the workforce and provides both benefits and disadvantages such as independence and freedom from access-related obstacles (benefits) and loss of benefits and inability to access venture capital (disadvantages). A survey of self-employed people with disabilities found 91 percent enjoyed operating a business, that 56 percent described their business as successful, and that 30 percent said their businesses supplied more than half of their total household income. Other findings indicate that some disabled entrepreneurs find a niche market in serving the needs of people with disabilities. Resources for entrepreneurs with disabilities are listed with an emphasis on Internet resources. (DB)

ED 464 454 EC 308 966

O'Brien, John
Paying Customers Are Not Enough: The Dynamics of Individualized Funding.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Minnesota Univ., Minneapolis. Inst. on Community Integration.
PUB DATE- 01
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; Decision Making; Delivery Systems; *Developmental Disabilities; *Financial Support; *Individualized Programs; *Personal Autonomy; *Self Management; *Services; Systems Approach

Discussion of the dynamics of individualized funding for providing services to people with developmental disabilities focuses on how individual funding may drive the changes necessary to develop services that offer highly customized assistance. This discussion considers why the concept of paying customers is powerful but misleading in light of such realities as the mismatch between what is wanted and what is offered, the lack of competition in the market for developmental disability services, and the need for customized services to be provided not at a single point but over long periods of time as people's requirements change. It suggests that what is needed is a market that stimulates innovation. Policymakers are urged to

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Building Design; *Building Innovation; *Educational Facilities Design; Educational Facilities Planning; Elementary Secondary Education; *School Buildings; Structural Elements (Construction)
IDENTIFIERS- District of Columbia; New York; North Carolina

The classroom environment is a factor in the instructional process and student performance. In this 60-minute videotape, acoustics, energy, education, and building design experts discuss alternative solutions and ideas used in new school construction and renovation projects. Schools in New York, North Carolina, and Washington, DC, that have been renovated or newly built, are profiled to demonstrate the results of building with the intention to address the challenges of more complex education curricula. (EV)

ED 464 474 EF 006 085

Get Smart about Energy. Revised.
PUB DATE- 02
NOTE- 23p.; EnergySmart Schools is managed by Office of Building Technology, State and Community Programs and Operated through Rebuild America. Appended is "Myths about Energy in Schools."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Building Operation; *Educational Facilities; Elementary Secondary Education; Energy Conservation; *Energy Management; Federal Programs; Government School Relationship; Program Descriptions
IDENTIFIERS- Energy Consumption; Fact Sheets; Rebuild America; Seattle Public Schools WA

This publication offers information on energy efficiency in schools. It discusses the high costs of energy in schools, the benefits of smart energy use, options for schools to be smarter in their energy use, energy's impact on student performance, how schools can participate in the EnergySmart Schools campaign operated by Rebuild America, why the time is right to begin making smart energy choices, and successful initiatives at other schools. Also included are a list of resources and factsheets on myths about energy in schools, the Rebuild America campaign, and energy initiatives at Seattle public schools. (EV)

ED 464 475 EF 006 086

Bayer, Charlene W.; Crow, Sidney A.; Fischer, John
Causes of Indoor Air Quality Problems in Schools: Summary of Scientific Research. Revised Edition.
SPONS. AGENCY- Department of Energy, Washington, DC.
PUB DATE- 00
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Air Pollution; Building Operation; Child Health; Climate Control; Elementary Secondary Education; Environmental Research; Hazardous Materials; *Literature Reviews; *School

Motivation; *Student Role; *Teacher Role
IDENTIFIERS- *Researcher Role

This paper discusses the roles of the student, teacher, and language researcher in understanding motivation to learn another language. It highlights the socioeducational model of second language acquisition. Although this model considers motivation to learn another language from the student's point of view, other contributors include the teacher, the student's background, and the teacher's background. The language researcher's role is to code the process and investigate it in ways that will help to more fully understand it. One feature of the socioeducational model is the set of variables it has identified and the means of assessing these variables so that specific hypotheses about the nature and influence of motivation in second language learning can be evaluated. The paper makes general observations about research findings that have been obtained and focuses on one study that considers the stability of motivational variables. The issue of motivational stability is currently of interest in the literature and concerns the question of whether motivation is stable or fluid. Discussion of findings from this study focus on the distinction between motivation and motivating and on the implications this could have for the language teacher and the language researcher. (Contains 15 references.) (SM)

ED 464 496 FL 027 257

Johanson, Robert
The Self-Reported Perspectives Regarding Academic Writing among Taiwanese Graduate Students Specializing in TEFL.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Texas Foreign Language Education Conference (Austin, TX, March 23-24, 2001). For the complete journal issue, see FL 027 255.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Discourse; Elementary Secondary Education; *English (Second Language); Graduate Students; Higher Education; *Language Teachers; Preservice Teacher Education; Second Language Instruction; *Student Attitudes; *Writing (Composition); Writing Skills
IDENTIFIERS- *Taiwanese People; *Teachers of English to Speakers of Other Languages

This study explored how four Taiwanese graduate students specializing in Teaching English as a Second/Foreign Language at a U.S. university perceived the academic writing tasks required of them for their coursework. Collected over the course of one semester, data were derived from structured/semi-structured interviews with the students and reflective journals in which students recorded their writing experiences throughout the study period. The grounded theory approach to data collection and analysis was used. Results indicated that respondents believed that their previous English language training in Taiwan did not adequately prepare them for the writing tasks they encountered during their graduate studies in the United States. The master's and doctoral students had markedly different perceptions of academic writing as opposed to other types of writing. Respondents' perceptions of the art of academic writing were directly related to their perceived future roles as English instructors. They employed a variety of strategies to compose their academic writing projects. All deficits in infrastructure; and the formation of the Heritage Languages Initiative. (VWL)

ED 464 516 FL 027 287

Winke, Paula; Stafford, Cathy
Selecting Materials To Teach Spanish to Spanish Speakers. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Heritage Education; Higher Education; *Hispanic Americans; Immigrants; *Instructional Materials; *Media Selection; Native Language Instruction; *Native Speakers; Second Language Instruction; Second Language Learning; Spanish; *Spanish Speaking
IDENTIFIERS- ERIC Digests

Rapid demographic changes and an increasing recognition of the critical need for professionals who are proficient in languages other than English have led to an interest in developing language programs and classes for "heritage language learners" students who are raised in a home where a non-English language is spoken and who speak or at least understand that language. The fastest growing heritage language population in the United States is Hispanic Americans, and the number of Spanish speakers studying Spanish is on the rise. As a result, language educators are developing programs, classes, and instructional strategies to address the needs of these students, which are different from those of native-English-speaking students studying Spanish as a foreign language. Appropriate instructional materials are essential for these classes, which are often referred to as Spanish for Spanish speakers (SNS) classes. Although the development of SNS materials has a 30-year history, and many new SNS textbooks and materials continue to appear, developing a well-articulated sequence for SNS instruction continues to be a challenge. The purpose of this digest is to raise awareness of the range of SNS materials available to teachers and school districts, and to emphasize the importance of articulated SNS programs with well-sequenced materials. It describes published resources that list and review available SNS materials and gives an overview of the types of materials available. It also provides guidelines for selecting textbooks and other materials for SNS classes or for classes with both English-speaking and Spanish-speaking students. (VWL)

ED 464 517 FL 801 505

Bloch, Joanne, Ed.
The Tree Man: Robert Mazibuko's Story.
PUB DATE- 96
NOTE- 38p.; Photographs by Joanne Bloch.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Beginning Reading; *Blacks; *Conservation (Environment); Elementary Secondary Education;

PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College School Cooperation; Higher Education; *Partnerships in Education; Public Schools; *School Community Programs; School Community Relationship

This journal issue contains reports on U.S. examples of partnerships among communities, higher education institutions, and public schools. These articles demonstrate that the idea of such partnerships has taken firm root and flourished in innovative forms. The issue contains these articles: (1) 2001 as Turning Point (Lee Benson and Ira Harkavy); (2) The Role of Community-Higher Education-School Partnerships in Educational and Social Development and Democratization (Lee Benson and Ira Harkavy); (3) Linking Intellectual Resources and Community Needs at the University of Pennsylvania (Francis E. Johnston and Amelia Rosenberg Weinrab); (4) Motivation during the Middle School Years (Eric M. Anderman); (5) To Change a University, Start with the Community (Stephen L. Percy and Mary Jane Brukardt); (6) Organizing the Campus To Be in Partnership with Schools and the Community (Jilaine W. Fewell, Christine G. Overtoom, and Oliver P. Jones); (7) Beyond Community Involvement and Service Learning to Engaged Universities (Hal A. Lawson); (8) Integrating Services and Training (Kevin W. Allison, Jo Anne Henry, Humberto Fabelo, Marie Chapin, and Catherine Howard); (9) Capitalizing on the Popularity of Sport and Physical Activity among Underserved youth (Nick Cutforth and Don Hellison); and (10) Conference Summaries (summaries of the October 1999 National Conference on University-Assisted Community Schools and the March 2001 International Conference on Higher Education-Assisted Community Schools as Sites of Civic Engagement). Each chapter contains references. (Contains 2 tables and 12 figures.) (SLD)

ED 464 539 HE 034 852

Hill, Robert J.; Childers, JoEllen; Childs, Adrian P.; Cowie, Gail; Hatton, Annette; Lewis, Jamie B.; MacNair, Nancy; Oswalt, Sara; Perez, Ruperto M.; Valentine, Thomas
In the Shadow of the Arch: Safety and Acceptance of Lesbian, Gay, Bisexual, Transgender and Queer Students at the University of Georgia.
PUB DATE- 02
NOTE- 27p.; "A report issued by the USA Campus Climate Research Group." Appended questionnaire may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bisexuality; *College Students; Higher Education; *Homosexuality; *Peer Acceptance; *School Safety; *Student Attitudes; Victims of Crime
IDENTIFIERS- Transsexuals; *University of Georgia

The Campus Climate Research Group at the University of Georgia conducted a survey to explore safety and acceptance issues for lesbian, gay, transgender, and queer (LGBTQ) students at the university. The findings are based on 82 questionnaires returned form 223 surveys distributed to the LGBTQ community in fall 2001. The research results indicate that the University's educational mission has yet to be fulfilled for LGBTQ respondents. Findings suggest that the University treats anti-gay behavior as an inevitable fact of life and places the blame on the gay person rather than educating those doing the harassing. Ninety percent of respondents reported hearing anti-gay remarks or jokes, and three of every four respondents knew someone who had been verbally harassed because of sexual education. The Pell Grant program has tried to keep up with the rising cost of college, but the growth of the Pell Grant program in real dollars has sharply declined. By the 2000-2001 academic year, the Pell Grant maximum covered only 39% of the total cost at a four-year public institution. The amount of money a student can receive through the Pell Grant program is need-based, with his or her family's expected contribution subtracted from the Pell Grant maximum. Students who are eligible to receive the maximum may not do so if allocations are not sufficient. This may help explain why Pell Grant awards are disproportionately used at two-year colleges. A number of researchers have considered whether or not the Pell Grant has helped large numbers of disadvantaged students attend college, and some findings suggest that it is being used by youth who had planned on attending college in any case. There is no doubt that the program provides a smaller percentage of college costs. Some of the options for reallocating the money the Pell Grant program receives each year are discussed. It is imperative that policymakers consider new ideas to revamp the program to allow for greater access and greater choice. Increased appropriations are not likely, and narrowing eligibility does not achieve the goal of increasing participation. Program changes must be carefully considered if the Pell Grant program is to provide continued access and college choice. (SLD)

ED 464 560   HE 034 875

Udoh, Bridget Oscar
Cultural Adjustment of Foreign Students in an Institution of Higher Education.
PUB DATE- 00
NOTE- 125p.; Doctoral Dissertation, Louisiana State University. Page numbers in table of contents do not agree with document. Contains small print. Appendixes C and D contain significantly cropped text.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acculturation; Adjustment (to Environment); *Cultural Differences; *Foreign Students; Higher Education; *Student Adjustment; Student Attitudes; *Undergraduate Students
IDENTIFIERS- *Louisiana State University

Foreign students frequently encounter problems adjusting to new social environments while attending institutions of higher education. The purpose of this study was to describe the level of social difficulty experienced by foreign students from different regions of the world while studying in the United States. The target population for this study consisted of 748 undergraduate foreign students enrolled at Louisiana State University (LSU) in the spring of 2000. The accessible population was all students enrolled in English as a Second Language (ESL). The sample consisted of 178 of such students enrolled in English 1004 and 1005 (ESL) classes during the spring 2000 semester. The number of actual participants was 105, which represented 59% of the sample. The instrument used in this study was a Social Situation Questionnaire (SSQ) adapted by S. Bochner (1982). The study revealed a "model" to help explain the social difficulty experienced by foreign students at LSU. Multiple regression analysis was used to determine this model. Variables that made significant contributions to the model included: (1) whether or not the student was Asian; (2) whether or not the student was a senior;

effectiveness, and this survey was administered to a convenience sample of 30 undergraduate students. Most students (63%) thought that the PROS significantly helped incoming students understand the purpose of higher education and that the program assisted them in developing positive relationships with faculty, administration, peers, and other individuals in the community. Students generally agreed that the program helped them develop familiarity with the physical surroundings of the university and that it introduced academic, advising, and registration procedures at Rowan University well. The qualitative analysis of student comments showed that there are areas the PROS program needs to address to assist students after the initial orientation period. Room for improvement is noted for the first year experience in particular. (Contains 13 figures, 1 table, and 13 references.) (SLD)

ED 464 582 HE 034 927

Degrees Conferred by Connecticut Institutions, 2000-01. Report.
PUB DATE- 02
NOTE- 24p.; For the prior year's report, see ED 457 776.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bachelors Degrees; *College Graduates; *Doctoral Degrees; Higher Education; *Masters Degrees; Private Colleges; Public Colleges
IDENTIFIERS- *Connecticut

This report provides information about the level and program in which Connecticut's colleges and universities granted degrees in 2000-2001, with information on the gender, race, and ethnicity of degree recipients. The report also provides data by academic disciplines following the national Classification of Instructional Programs. Connecticut colleges and universities awarded 29,687 degrees and certificates in 2000-2001, a number that was virtually unchanged from the totals of the previous year. Of these, about 49% were awarded by public colleges and universities. The annual number of students earning degrees is 3.5% higher than a decade earlier. Minority students earned more degrees in 2000-2001 than in any previous year, up 4% to 4,621, continuing a trend evident for at least 13 years. Degrees to minorities represented 15.6% of all degrees. Almost half of all degrees were earned at the baccalaureate level (48%), followed by masters degrees (28%), and associate degrees (15%). The top five degree-producing disciplines continue to be business, education, health professions, social sciences, and liberal arts and sciences. More than 57% of all awards were in these fields. Women continue to earn more degrees than men, earning 58.4% of all degrees. However, women continue to earn fewer doctoral and first professional degrees than their male counterparts. Three appendixes contain detailed information on degree recipients. (Contains 4 figures and 11 tables.) (SLD)

ED 464 583 HE 034 928

Slater, Charles L.; Boone, Mike; Price, Larry; Martinez, Dyanna; Alvarez, Isaias; Topete, Carlos; Olea, Elia
A Cross-Cultural Investigation of Leadership in the United States and Mexico.
PUB DATE- 01
NOTE- 18p.; Data tables are not available from ERIC.
LANGUAGE- English

define what instructional methods and content are most valuable. The research has shown that three important aspects of beginning reading instruction are alphabetic principles, reading fluency, and reading comprehension. A review of research in Part 1 of this Technical Paper discusses some of the instructional issues regarding these three areas of curriculum focus. Part 2 discusses the need for higher elementary reading achievement and includes 3 graphs that show 4th grader reading performance by: eligibility for free/reduced lunch, location of school, and ethnicity. Part 3 provides a detailed description of the core early elementary PLATO R resources "Beginning Reading for the Real World" and "Projects for the Real World." Across four levels, A to D, the "Beginning Reading for the Real World" program provides numerous opportunities for elementary students to learn and use letter-sound connections, context cues, comprehension, and reasoning skills. Target students, instructional emphasis, and activities presented are outlined for each of the four levels. Curriculum organization, instructional elements, and use of the curriculum are discussed in the section highlighting "Projects for the Real World." A table provides information on units, essential reading skills, and grammar/editing skills for Levels A-I (grades K through 8). Part 4 focuses on teaching with "Beginning Reading for the Real World." (Contains 44 references.) (AEF)

ED 464 603 IR 021 186

Foshay, Rob
Instructional Philosophy and Strategic Direction of the PLATO System. Technical Paper.
PUB DATE- 98
NOTE- 23p.; PLATO Learning, Inc. was formerly TRO Learning, Inc., Edina, MN.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Computer Uses in Education; *Courseware; Curriculum Development; Educational Development; Educational Philosophy; *Educational Technology; Information Systems; Learner Controlled Instruction; Teaching Models

This Technical Paper focuses on the instructional philosophy and strategic direction of the PLATO R system. The paper examines current directions of change in education and training, and proposes a number of instructional purposes which computer technology can serve, including: direction instruction for declarative knowledge; a range of coached instructional simulations for well- to moderately-structured problem-solving; automated tools and resources, including the Internet, for loosely-structured problem-solving; and advanced assessment and instructional management systems to support a fully individualized, learner-centered approach to teaching and learning. The paper then summarizes the strategic direction of the PLATO computer-based system's evolution and explains how key features of the system specifically support the "information age" models of teaching and learning. Key features include: problem-centered architecture; sound instructional philosophy implemented consistently; whole curricula for adults and young adults, with emphasis on work and life contexts; flexible, modular structure incorporating a range of software types, such as coached instructional simulation, tools and resources, direct tutorial instruction, and practice;

NOTE- 13p.; In: Teaching, Learning, & Technology: The Connected Classroom. Proceedings of the Annual Mid-South Instructional Technology Conference (7th, Murfreesboro, TN, April 7-9, 2002); see IR 021 870.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Distance Education; *Educational Technology; Higher Education; *Information Literacy; *Instructional Design; Internet; Teacher Role
IDENTIFIERS- *Learning Environments; Technology Role; *Web Based Instruction

This paper discusses information literacy, teaching, and online technology. The first section introduces the split between mind and body that is made possible by the Internet and related resources. The second section discusses distance learning, including the impact of digital environments in teaching, and the power of virtual education to permit a student to transcend physical limitations. The third section addresses the student/teacher body and emergent phenomena, including the use of online technology as an adjunct to the traditional classroom, the impact of the Internet on education and life, and the demands of instructional modeling and student apprenticeship. The third section considers the cultured classroom, including the dialogic quality of education, the role of the teacher, and the importance of physical presence for learning and culture building. The fourth section covers information literacy and the enhanced classroom, including ways that media and the Internet change learning, the objectives of information literacy, and the structure of the new, information-focused educational environment. The fifth section discusses teaching and information literacy, including the following three guidelines: (1) contextualize all assignments; (2) build the use of information resources into every assignment; and (3) model in every interaction with students the skills of information literacy. (Contains 22 references.) (MES)

ED 464 625 IR 021 395

Stotts, Cheryl; Smith, Richard; Edwards-Schafer, Patricia; Schmidt, Cheryl; Smith, Jo Ann
Developing a Successful Online RN to BSN Program.
PUB DATE- 02
NOTE- 7p.; In: Teaching, Learning, & Technology: The Connected Classroom. Proceedings of the Annual Mid-South Instructional Technology Conference (7th, Murfreesboro, TN, April 7-9, 2002); see IR 021 870.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Course Evaluation; *Curriculum Development; *Distance Education; Higher Education; *Instructional Design; Instructional Development; Nurses; *Nursing Education; Program Development; *Web Based Instruction; World Wide Web
IDENTIFIERS- *Course Development; Nursing Schools; University of Arkansas for Medical Sciences

In 1999, the University of Arkansas for Medical Sciences College of Nursing received a 5-year grant from the U.S. Health Resources and Service Administration to provide online

"Information and Instruction Services in CMCs" (Adelaide Phelps and Jeneen LaSee-Willemssen); (10) "Collaborative Activities with Faculty: Grant Writing, Action Research, and Scholarly Activities" (Martha Henderson); (11) "Outreach and Public Relations in CMCs" (Harriet Hagenbruch); and (12) "Technology and the CMC" (Judith Walker). A selective annotated bibliography is also included. This book is intended to assist librarians involved with CMCs and teacher education programs to more effectively meet the information and technology literacy needs of both teachers and teacher educators. (Includes an index.) (MES)

ED 464 645 IR 058 459

Tuten, Jane, Comp.; Junker, Karen, Comp.
Appropriate Use Policies for Computers in College/University Libraries. CLIP Note.
PUB DATE- 02
NOTE- 202p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annotated Bibliographies; *College Libraries; *Computer Uses in Education; Higher Education; *Library Policy; *Library Services; Library Surveys; *Policy Formation
IDENTIFIERS- *Acceptable Use Policy; Web Sites

The purpose of this College Library Information Packet (CLIP) Note is to help libraries identify desirable elements found in computer use policies and to provide guidelines for college and small university libraries that want to develop policies or have been directed to implement policies for computer usage in their libraries. In January 2001, a survey was sent to 266 libraries that service academic institutions with enrollments between 750 and 7,000 students. Survey responses from 135 college and small university libraries are compiled, analyzed, and summarized to reveal not only the commonalities, but also the varieties in appropriate use policies (AUP) and in the processes used to create them. This volume includes 27 library-specific AUPs and 26 institutional policies. URLs with library and institutional policies are listed. (Contains an annotated bibliography.) (MES)

ED 464 646 IR 058 460

Laughlin, Sara, Ed.
Library Networks in the New Millennium: Top Ten Trends. ASCLA Changing Horizons Series.
PUB DATE- 00
NOTE- 115p.; For number 1 in this series, see ED 409 902. For number 2, see ED 420 319.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Consortia; Distance Education; Electronic Libraries; Futures (of Society); *Information Technology; *Library Administration; *Library Cooperation; *Library Development; Library Funding; *Library Networks; Library Personnel; *Library Services

This book describes the issues that multitype library networks need to know in order to succeed in the new decade, including electronic information, restructuring, distance education, buying clubs and cooperatives, skilled workers, diversifying white student enrollment in the community college district has decreased slightly since 1996; (5) the community college population is slightly more diverse than the surrounding general population; (6) approximately 57% of students are female; moreover, African-American enrollment by gender shows the highest proportion of female students (60%); (7) the largest proportion (25%) of LRCCD enrollment by age are students between ages 18 and 20; (8) 49% of the students take classes during the day, 25% take classes at night, and 26% take classes during both times; (9) most students who enroll in the district express the intent to transfer to a four-year college or university. Contains eight charts. (MKF)

ED 464 666   JC 020 357

Lancaster, H. Martin
North Carolina Community College System Economic & Workforce Development Annual Report, 1999-2000.
PUB DATE- 00
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; College Role; *Community Colleges; *Educational Innovation; Educational Objectives; Institutional Mission; *Labor Force Development; Models; Partnerships in Education; *Program Implementation; *School Business Relationship; Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

During the 1999-2000 program year, the Division of Economic and Workforce Development attempted to further the North Carolina Community College System's (NCCCS) tradition of excellence by modeling key strategies of the business sector. These strategies included: (1) Economies of scale, a term that refers to unit cost decreasing as number of units produced increases. NCCCS stretched this definition to imply that innovative programs can effectively be developed in decentralized systems. Initiatives that grew out of this idea were the North Carolina Manufacturing Certification Program and the Joint Initiative for Biotechnology Workforce Training; (2) Strategic partnerships--a new partnership with Development Dimensions International enabled North Carolina community colleges to deliver nationally recognized teamwork and leadership programs; (3) Seamless linkages, an expression that refers to product delivery by one or more organization that is coordinated and appears "seamless" to the customer. These types of initiatives included the NCCCS Export Ready Program for small businesses, and the Small Business Technology Development Center; (4) Technology development and deployment--during the past year, a close collaboration was developed between NCCCS and the North Carolina Electronics and Information Technology Association (NCEITA), which resulted in the first annual NCEITA/ExplorNet Knowledge Nova Conference; and (5) Marketing, for which the division developed a Web page and an online newsletter. This report provides details on these and other strategic programs. (EMH)

ED 464 667   JC 020 358

Assessment of the Funding Formula Used by the North Carolina Community College System: Economy of Scale Supplemental Report.
PUB DATE- 97
NOTE- 46p.

appendix includes specific survey statistics. (MKF)

ED 464 686 JC 020 388

Adjunct Faculty QUEST Survey: Fall 2001.
PUB DATE- 02
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adjunct Faculty; Community Colleges; *Educational Assessment; *Job Satisfaction; Part Time Faculty; Participant Satisfaction; Program Evaluation; Services; *Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *Howard Community College MD

This report presents the highlights from the 2001 QUEST (Quality Education for Students and Teachers) Survey for Adjunct Faculty, administered in November 2001 at Howard Community College (HCC) (Maryland). The survey listed 64 service areas to be rated on a 5-point scale ranging from poor (1) to excellent (5), or to indicate if they were unfamiliar with a service area. Out of the 340 adjunct faculty members teaching in fall 2001, 104 responded to the survey, for a response rate of 31%. Results included: (1) respondents were positive in their ratings of college service units, giving them an overall rating of 3.86; (2) there were 14 units with which three-quarters or more of the respondents were unfamiliar; (3) most respondents (64%) to the survey had taught at HCC for 5 years or less; (4) satisfaction with salary was the lowest-rated item on the survey (2.4) and the item on which there was the greatest discrepancy between full-time and adjunct faculty members; (5) two-thirds of the respondents did not have a full-time job outside the college; (6) 88% of respondents were on campus for 4 or more hours a week; and (7) the ratings on exactly half of the college service units fell between 3.5 and 4.0. (Contains 15 tables detailing faculty responses.) (EMH)

ED 464 687 JC 020 389

Adams, Julie, Ed.
Senate Rostrum: The Newsletter of the Academic Senate for California Community Colleges, 2002.
PUB DATE- 02
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); Accrediting Agencies; Articulation (Education); Basic Skills; College Faculty; College Outcomes Assessment; *Community Colleges; Cultural Pluralism; *Diversity (Institutional); Institutional Evaluation; School Counselors; Technology; *Transfer Policy; Two Year Colleges
IDENTIFIERS- *Academic Senate for California Community Colleges; *California; Intersegmental Coordinating Council CA

The 2002 newsletter of Senate Rostrum contains the February and October issues. The February issue covers the Accrediting Commission for Community and Junior Colleges' January 2002 hearing on Draft A of the proposed new accreditation standards. Members of the Academic Senate attended the meeting in order to voice their concerns regarding the new standards. Senate President Hoke Simpson's article, "'Ignore Us at Your Peril!' The San Francisco Accreditation Hearing," describes Senate fatherlessness on children, and discussed issues related to paternity establishment. These submissions also argued that proposed legislation does not address the true causes of poverty in America and fails to deal with domestic violence issues, and described problems in the family court system. Questions from the chair to the panel included one regarding a projected financing gap in the child support program as a result of declining welfare caseloads. (KB)

ED 464 706   PS 030 297

Young, Mary; Eming, Ed.
From Early Child Development to Human Development: Investing in Our Children's Future. Proceedings of a World Bank Conference (Washington, D.C., April 10-11, 2000).
PUB DATE- 02
NOTE- 411p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Brain; Case Studies; Community Role; Developing Nations; *Early Childhood Education; Early Intervention; *Educational Policy; Models; Poverty; *Program Effectiveness; Program Evaluation; *Public Policy; *Young Children
IDENTIFIERS- Brain Development; *Early Childhood Development Programs; Project Head Start

In April 2000, the World Bank hosted a global conference that addressed the benefits and challenges of investing in early child development (ECD). The landmark conference brought together the world's leading experts, academicians, practitioners, and policymakers to focus on various aspects of ECD. This volume contains the proceedings of the conference, to encourage countries to adopt policies that target early child development, especially for children and families living in poverty, and to spark other groups and organizations to invest in ECD programs. The papers are organized into five areas: the benefits of investing in young children; measuring the early opportunity gap, evaluating effectiveness of early childhood programs, the private sector's influence on the public sector, and action and policy for the future. The papers are as follows: (1) "Introduction and Overview" (Mary Eming Young); (2) "Early Child Development and the Brain--The Base for Health, Learning, and Behavior throughout Life" (J. Fraser Mustard); (3) "From Child Development to Human Development" (Jacques van der Gaag); (4) "Standards of Care: Investments To Improve Children's Educational Outcomes in Latin America" (J. Douglas Willms); (5) "Ensuring a Fair Start for All Children: The Case of Brazil" (Mary Eming Young); (6) "Investing in Effective Childcare and Education: Lessons from Research" (John M. Love, Peter Z. Schochet, and Alicia L. Meckstroth); (7) "Mapping and Documenting Effective Programming" (Judith L. Evans); (8) "Effective Early Childhood Programs: The U.S. Head Start Experience" (Louisa B. Tarullo); (9) "Elements of Quality in Home Visiting Programs: Three Jamaican Models" (Kerida Scott-McDonald); (10) "Role of the Private Sector in Early Child Development" (Robert G. Myers); (11) "Communities Can Make a Difference: Five Cases across Continents" (Simone Kirpal); (12) "Narrowing the Gap for Poor Children" (Enrique V. Iglesias and Donna E. Shalala); and (13) "The Political Challenge: Commitment and Cooperation" (Eduardo A. Doryan, Kul C. Gautam, and William H. Foege). Each of the chapters contains references. (HTH)

ED 464 707   PS 030 306

Educational Research (Lille, France, September, 5-8, 2001). Paper builds on work carried out in the Comparative Analysis of Transitions from Education to Work in Europe (CATEWE) project. Some figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Apprenticeships; Comparative Analysis; Developed Nations; Dropouts; Education Work Relationship; *Employment Patterns; Foreign Countries; *Job Training; Labor Market; Longitudinal Studies; *Occupations; Postsecondary Education; Secondary Education; *Trend Analysis; Vocational Education; *Youth Employment
IDENTIFIERS- Ireland; Netherlands; Scotland

A study compared developments in size of apprenticeship programs and changes in the distribution of apprentices over occupational categories in Ireland, Scotland, and the Netherlands during the last 2 decades. Data were from the "time-series" school leavers' surveys database. Findings indicated, toward the late 1990s, Irish apprenticeship was almost exclusively limited to skilled manual occupations and to crafts and related trades. The Scottish apprenticeship system was also rather "focused," but to a lesser extent. The Dutch apprenticeship system covered a broad array of occupations; only one-third of all apprentices were in skilled manual jobs. Occupational differences were smaller in the early 1980s. Apprenticeship became somewhat more limited to crafts or skilled manual jobs in Ireland and significantly less limited in Scotland, where apprentices appeared in service and market sales occupations in the early 1980s and in clerk jobs in the early 1990s. In Ireland, apprenticeship ceased to be the main route to skilled blue collar jobs. The structure of the Scottish youth labor market was very stable in comparison with Ireland, but the division of labor among apprentices, trainees, and "normal workers" fluctuated heavily in Scotland from 1979-95. The percentage of missing values for Dutch apprentices on the EGP variable was too high and too fluctuating over time to permit data analysis. (Appendixes include 20 references, 7 data tables, and 3 figures.) (YLB)

ED 464 216 CE 083 118

Barbieri, Dave; Miller, Roger; Kellum, Mary
Diesel Technology: Engines. Second Edition. Teacher Edition and Student Edition.
PUB DATE- 02
NOTE- 1119p.; For the earlier edition "Diesel Fundamentals" (1988), see ED 318 922.
LANGUAGE- English
EDRS Price- MF08 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; *Curriculum Guides; *Diesel Engines; *Fuels; Instructional Materials; Learning Activities; *Maintenance; Postsecondary Education; Secondary Education; Teaching Guides; *Technical Occupations; Technology Education; Tests; Troubleshooting; Units of Study
IDENTIFIERS- Crosswalks (Linking); Fuel Systems; National Automotive Technicians Educ Foundation; National Institute Automotive Service Excellence; *Trucks

This diesel technology series offers secondary and postsecondary

Education; Personal Narratives; Postsecondary Education; Quality of Life; *Self Actualization; Self Concept; Student Characteristics; Student Educational Objectives; Time Management; Trend Analysis; *Womens Education
IDENTIFIERS- *Asia; Bangladesh; China; Hong Kong; India; Pakistan; Sri Lanka

This document consists of case studies documenting how distance education (DE) changed the lives of 23 women from the following locations: China; Hong Kong; India; Pakistan; Sri Lanka; and Bangladesh. The case studies illustrate that participating in DE can benefit not only a woman herself but also her husband, children, other family members, and other women. The case study titles are as follows: "Che Zhengying: Model Worker" (Huang Danqing); "Wu Zhuhui: Sacrifice and Perserverance" (Li Yawan); "Li Rong: Community Development" (Li Yawan); "Zheng Mengqi: Constant Pursuit" (Zhang Daixia); "Mabel Tam Fung-Yi: Inspiration for Her Daughters" (Margaret Taplin); "Esther Chan Shuk-Fong: Single Parent" (Margaret Taplin); "Lydia Cheung: Overcoming Adversity" (Margaret Taplin); "Li Hong: New Immigrant" (Elaine Kwok, Margaret Taplin); "Anuradha Datt: Towards Self-Reliance" (Asha S. Kanwar); "Jyoti Mendiratta: Surmounting Barriers" (Asha S. Kanwar); "Shanta: Hopes Fulfilled" (Shobhita Jain); "Seema Pal: A Dream Realised" (Madhulika Kaushik); "Sophy: Noble Aspirations" (Mridula Rashmi Kindo); "Shahnaz Basheer: Sharing Difficulties" (Atifa Durrani); "Samina: Rising above Adversity" (Atifa Durrani); "Premaseeli Amarasinghe: Effective Time Management" (Nalini Ratnasiri); "Sujatha Seneviratne: Family Care-Giver" (Nalini Ratnasiri); "Sandhya Doluweera: Dream Realised" (Nalini Ratnasiri); "Hemamali Withanachchi: Seizing Opportunities" (Nalini Ratnasiri); "Kalpana Rani Sen: Overcoming Fears" (Monira Hossain); "Chowdhury Shamima Akter: Supportive Family" (Monira Hossain); "Mehmuda Begum: True Perseverance" (Monira Hossain); and "Kazi Tauhida Akhter: New Generation Student" (Monira Hossain). (Contains 63 references.) (MN)

ED 464 235   CE 083 193

Siaciwena, Richard, Ed.
Case Studies of Non-Formal Education by Distance and Open Learning.
SPONS. AGENCY- Department for International Development, London (England).
PUB DATE- 00
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Literacy; Agricultural Education; Basic Skills; Case Studies; Continuing Education; Correspondence Study; Definitions; Delivery Systems; Developing Nations; *Distance Education; *Economic Development; Educational Practices; *Educational Radio; Educational Technology; Foreign Countries; Government School Relationship; Health Personnel; Health Promotion; Information Technology; International Organizations; Literacy Education; Medical Education; Medical Research; *Nonformal Education; Nongovernmental Organizations; *Open Education; Postsecondary Education; Role of Education; Rural Areas; Rural Education; *Social Development; Socioeconomic Influences
IDENTIFIERS- *Africa; Commonwealth of Learning; Ghana; Kenya; Tanzania; Uganda; Zambia

This document contains seven papers from a study of the role of distance learning approaches in enhancing the contribution of

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Education; Course Content; *Delivery Systems; Developed Nations; Economic Impact; *Educational Economics; Educational Research; Expenditures; Foreign Countries; Income; Information Technology; Instructional Materials; Job Training; *Online Courses; Postsecondary Education; Professional Development; Secondary Education; Teaching Methods; *Technology Integration; Telecommunications; Trend Analysis; Use Studies; Users (Information); *Vocational Education
IDENTIFIERS- *European Union

A study investigated the extent of e-learning learning supported by information and communication technologies (ICT) methods in vocational education and training (VET) in the European Union (EU). The survey conducted via the Internet received 653 replies from organizations in the EU. Just over 80 percent of respondents were suppliers or users of e-learning; about 60 percent were both suppliers and users. Larger organizations involved in VET and specialist companies producing training tools or content were more likely to use e-learning. About 30 percent of time spent by users on training involved e-learning. E-learning and classroom-based methods of training were not necessarily alternatives and could be complementary. Use of e-learning for training varied by subject area highest in ICT and lowest, but still significant, in processing and production and sales and marketing. Training suppliers estimated e-learning was responsible for about one-third of their total income from supply of training content and material in 2001. For suppliers of capital equipment and infrastructure, e-learning sales accounted for 23 percent of total income in 2001. For users, e-learning-related investment was responsible for almost 13 percent of expenditure on capital equipment for training in 2001; 14 percent of total spending went on e-learning-related content. The survey and descriptions of 10 recent studies on e-learning in Europe are included. (Contains 36 figures.) (YLB)

ED 464 253 CE 083 218

Users' Views on e-Learning: CEDEFOP Online Surveys. CEDEFOP Reference Series.
PUB DATE- 02
NOTE- 81p.; In cooperation with Jane Massey. Also available in German and French.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Adult Education; Adult Educators; Basic Skills; Education Work Relationship; Educational Attitudes; *Educational Economics; Educational Media; *Educational Technology; Educational Trends; Foreign Countries; *Instructional Effectiveness; *Online Courses; Policy Formation; Postsecondary Education; Professional Development; Public Sector; Questionnaires; School Business Relationship; Skill Development; *Student Characteristics; Student Surveys; Teacher Attitudes; Teacher Education; Teaching Skills; Trainers; Trend Analysis; Universities; *Use Studies; User Needs (Information); World Wide Web
IDENTIFIERS- *Europe

The views of users of e-learning in Europe and elsewhere were examined through seven online surveys that were posted on the

Counseling in the Future (J. D. Dear); (15) Support Programs for Students with Disabilities in Public Schools (L. M. Orange, M. G. Brodwin); (16) Pinching the Future of Higher Education Counseling (E. C. Hallberg); (17) Preparing Students for the Globalized Society of the Twenty-First Century: A Comparative Perspective on the Ideological Roots of Guidance (L. L. Rowell); (18) The Impact on Future Guidance Programs of Current Developments in Computer Science, Telecommunications, and Biotechnology (L. K. Mitchell, P. L. Hardy); and (19) Future Student Support Programs: Distinction or Extinction? (S. K. Johnson, C. D. Johnson). (GCP)

ED 464 269 CG 031 689

Wickwire, Pat Nellor
Current Trends and Their Implications for Futures in the Guidance Profession.
PUB DATE- 02
NOTE- 18p.; In: Building Stronger School Counseling Programs: Bringing Futuristic Approaches into the Present; see CG 031 688.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Counseling; *Counseling; Counselor Qualifications; Elementary Secondary Education; *Futures (of Society); *Professional Development; *School Counseling; Trend Analysis

This chapter includes basic information about the study of counseling futures, and a brief examination of some of the trends likely to affect student support offerings, including the expansion of electronics, the growth of distance learning, emphasis on competency and skills, the inculcation of lifelong learning, and the reconstruction of work and career. Also discussed are some ideas and predictions regarding the counseling profession in the year 2021. Finally, a concluding statement includes a caveat for the counseling profession about approaching futures. (Contains 33 references.) (GCP)

ED 464 270 CG 031 690

DuFour, Richard; Guidice, Aida; Magee, Deborah; Martin, Patricia; Zivkovic, Barbara
The Student Support Team as a Professional Learning Community.
PUB DATE- 02
NOTE- 20p.; In: Building Stronger School Counseling Programs: Bringing Futuristic Approaches into the Present; see CG 031 688.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Agents; Counseling; Elementary Secondary Education; Individualized Programs; *Organizational Effectiveness; *School Counseling; *School Organization; *Technological Advancement; Technology; *Trend Analysis
IDENTIFIERS- *Learning Organizations

This chapter discusses three emerging national trends that could serve as catalysts for fundamental change in student services programs. First is the concept of the learning organization, which offers a superior model for enhancing the effectiveness of institutions and the people within them. Second is the movement away from standardization and uniformity toward greater personalization and individualization of services in both the private and public sectors. Third is the pervasiveness

Approach to Interviewing in Family Therapy" (Donald R. Catherall); (2) "Identification, Assessment, and Treatment of Women Suffering from Post-Traumatic Stress after Abortion" (Dennis A. Bagarozzi); (3) "The Death of a Child: Implications for Marital and Family Therapy" (Paula P. Bernstein and Leslie A. Gavin); (4) "Feminist and Traditional Family Therapies" (Barbara L. Brown and Margot W. Hartner); (5) "Family Caregiving of the Elderly" (Juanita L. Garcia and Jordan I. Kosberg); (6) "Relational Sexuality: An Understanding of Low Sexual Desire" (Lynda Dykes Talmadge and William C. Talmadge); and a special report on The Individualized Family Service Plan (Harvey Koanning, Alan Demmitt, Dorris Whiddon, Susan McBride, and Mary Jane Brotherson). Contains references at the end of each lesson. (GCP)

ED 464 293   CG 031 716

Flach, Frederic, Ed.
Ethical Issues in Professional Counseling, 2001.
PUB DATE- 01
NOTE- 79p.; Continuing education credit may be available based on completion of questions following each lesson (contact publisher for requirements).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Continuing Education; *Counseling; Cross Cultural Training; *Ethics; Rehabilitation Counseling; Substance Abuse; Theory Practice Relationship
IDENTIFIERS- Multicultural Counseling; Professional Ethics

Volume of 4 and 5 contain lessons that provide expert information on a variety of ethical issues in professional counseling. The lessons included in these volumes may be applied toward continuing education credits. Lessons in volume 4 are: (1) "Ethics in Substance Abuse Rehabilitation" (Robert L. Hewes); (2) "Ethical Dilemmas in Multicultural Counseling" (Paul B. Pedersen); and (3) "Ethics: Philosophical Roots--Practical Implications" (Rita Sommers-Flanagan). Lessons in volume 5 are: (1) "Ethics in Family Therapy" (Jill M. Thorngren and Adina J. Smith); (2) "Ethical and Legal Dimensions of Counseling in Schools" (Darrell W. Stolle); and (3) "Managed Care as an Ethical Issue (Scott T. Meier and Susan R. Davis). Each lesson contains references. (GCP)

ED 464 294   CG 031 718

Cohen, Adam W., Ed.
Directions in Substance Abuse Counseling, 2000.
PUB DATE- 00
NOTE- 73p.; Published once per year. Continuing education credit may be available based on completion of questions following each lesson (contact publisher for requirements).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Alcoholism; Continuing Education; *Counseling; Critical Thinking; Drug Abuse; Ethics; Outcomes of Treatment; Pregnancy; *Rehabilitation Counseling; *Substance Abuse; Theory Practice

teachers to raise is to have students draw a conclusion. Students need to learn to detect "bandwagon" approaches in reading advertisements. They also must learn to use relevant information in problem solving. Students need to experience locating the author's purpose in writing. Teachers must ask questions to evaluate student achievement and to help students focus attention on new words being presented for reading. Students need to raise important questions to learn from diverse sources of subject matter, in formal as well as informal settings. (NKA)

ED 464 316 CS 014 598

Edlger, Marlow
Making Use of Ideas Gleaned from Reading.
PUB DATE- 02
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Psychology; Elementary Secondary Education; *Poetry; *Reading Comprehension; Retention (Psychology); Student Evaluation; *Teacher Role
IDENTIFIERS- Ideas; Reading Uses

The reading teacher needs to gather information on the many ways to emphasize student comprehension and application in the reading curriculum. Tenets from educational psychology need to be followed in teaching and learning situations to assist students to achieve as much as individual abilities permit. This paper cites 10 things that the teacher should do to help students retain ideas gleaned from reading. The paper states that, from content read, students may write poetry (with teacher guidance). It describes and illustrates the types of simple rhymed verse, such as the couplet, the triplet, the quatrain, and the limerick, that students may write. In addition to rhymed verse, the paper discusses the haiku, a well known form of unrhymed poetry based on syllables, the tanka, and free verse. According to the paper, students need to use and apply what has been read, since it aids in retention with continued use, it makes learning practical, it helps to expand learning acquired to a new contextual use, it assists students to perceive value in what has been learned, and it guides students to use words in diverse kinds of written work. The paper stresses that teachers should help students use content acquired in reading by introducing new objectives, learning opportunities, and assessment procedures. It finds that, in assessing student achievement pertaining to what has been read, a portfolio may be implemented and developed. (NKA)

ED 464 317 CS 510 759

de Sumar, Juanita Jara, Comp.
Library Guide: Spanish Literature, 2001.
PUB DATE- 01
NOTE- 25p.; This guide is a revision of "Hispanic Literature: a Guide to Reference Sources" (1982); see ED 226 363. See CS 510 760 for the Latin American guide.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Drama; Fiction; Poetry; *Resource Materials; *Spanish Culture; *Spanish Literature

Instruction
IDENTIFIERS- Contact Zones; Intertextuality; Subjectivity

Being "unfailingly conscious" of one's subject position (and performing it in a formal writing assignment) are the tenets of "initiation pedagogy," the intertextual analysis behind D. Bartholomae and A. Petrosky's "Facts, Artifacts, and Counterfacts," and their subsequent composition textbook "Ways of Reading," which the author of this paper was teaching for the first time when Nick and Billy dropped by--Nick was a student in the class and Billy was a character invented by Nick for one of his papers. Nick was asked to write a critical analysis of Paulo Freire's and Mary Louise Pratt's contact zone pedagogies, and he turned it into a narrative of Billy's first day of high school. This paper deals with Nick's rewrite of his paper and his machinations in the restructuring/rewriting of that paper. It explains that, when the author read Nick's second draft, with its attempt to objectify subjective experience in ways that her other students were in the process of mastering, she decided to literalize these performances, of genre, of self, and see if she could bring all of her students into a literal conversation with their texts, a move that would publicly reveal their own "reads"; she assigned dramatic dialogues, an interaction with the authors under consideration, hoping that the absurdity of the assignment would demystify some of the "cache" that the works possessed. According to the paper, teaching students a feel for the game requires first that capital is configured as a vision of choices, a combined recognition of the options in view as well as the reasons for them, the hunch about which one to choose, and the instinct behind it. (Contains 13 references.) (NKA)

ED 464 337   CS 510 890

Cross, Geoffrey; Wills, Katherine
Using Bloom To Bridge the WAC/WID Divide.
PUB DATE- 01
NOTE- 26p.; Paper presented at the National Writing Across the Curriculum Conference (5th, Bloomington, IN, May 31-June 2, 2001). Small print in the attached reproductions of PowerPoint slides might not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Interviews; Longitudinal Studies; *Research Methodology; *Teacher Attitudes; *Writing Across the Curriculum; *Writing Exercises; Writing Research
IDENTIFIERS- *Blooms Taxonomy; Research Summaries; University of Louisville KY

A longitudinal study combined Stephen Tsuchdi's Workaday activities with Bloom's taxonomy of educational objectives to bridge the WAC/WID (writing across the curriculum/writing in the disciplines) divide. The researchers hoped that by combining concrete activities that can be applied across disciplines with a Bloomian conceptual framework of objectives, they could assist faculty from varied disciplines to bridge what might be perceived as a disciplinary obstacle. Results of qualitative interviews of instructors from a diverse group of disciplines indicated: instructors found exposure to Bloom's objectives and related writing activities helpful; 100% of instructors planned to use them and felt they could better teach their content area by teaching these activities; and they became willingly more process oriented and more aware of the advantageous linkage between objectives and writing

Development; *Reading Achievement; *Reading Instruction; *Reading Processes; *Reading Teachers; Reciprocal Teaching; *Teacher Role
IDENTIFIERS- *Collaborative Inquiry; *Learning Communities; Research Summaries; SouthEastern Regional Vision for Education

This book is intended to provide the content and structure for a group study of reading and instructional practices that advance reading achievement. The book includes concise summaries of research that reflect sound practices in reading instruction and the most current understanding of the process of reading. It pulls together much of what has been learned in recent years about reading and the teaching of reading. In the book, teachers engage in discussions about this content--the best way to gain the most from it is to join together and organize joint study of the research findings and plan and conduct "experiments" to try out useful ideas. Activities in the book for collectively studying reading are designed to build a professional culture of collaboration among those who participate in the study. The book finds this "professional learning community" highly beneficial in implementing new practices and developing the school's capacity to become self-diagnosing and self-renewing. The dual purposes of the book are: to make the best available research on effective reading instruction accessible to teachers and administrators; and to guide and support teachers and administrators as they form a professional learning community through the study and application of effective reading instruction. Includes a glossary of relevant terms. An Appendix contains: Recommended Study-Team Session Structure; Discussion Questions; Follow-Up and Collective Action Activities; Designing Action Research Projects; Refining Lessons through Reteaching: The Plan-Teach-Revise Reteach Cycle; Analysis of Reciprocal Teaching Script; and Assigning Action Responsibilities. Contains an extensive, focused bibliography. (NKA)

ED 464 357 CS 510 975

Phillips, Cassandra
Time for Literacy.
PUB DATE- 02
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Techniques; Community Colleges; *Literacy; Student Reaction; *Time; *Time Management; *Two Year College Students; Two Year Colleges; *Writing Assignments; *Writing Instruction
IDENTIFIERS- Writing Prompts

The instructor/author first started to think about the relationship between time and literacy when she was writing her dissertation and doing a study in a first-year composition course at a community college in Chicago. She realized that many teachers at community colleges think about the issue of time, as they realize it is something their students simply do not have. And she noted that "Jack," the instructor of the class she was observing, brought time for literacy into the equation by his approach in which he guided his students step-by-step through the process of an assignment. A variety of statistics show how issues of time are important for all kinds at all grade levels. In its second year of implementation, approximately 27,700 students, 2,354 teachers, 81 principals, 75 reading specialists, 64 higher education partners, and 221 preservice teacher education programs were directly involved in the ARI. The evaluation used information from student achievement data from surveys completed by teachers, reading specialists, principals, higher education partners, and higher education reading faculty. Both qualitative and quantitative data were analyzed. A pretest-posttest design was used to examine change over time for student outcomes. Results and recommendations regarding delivery of the ARI are: a large percentage of principals, teachers, reading specialists, and higher education partners reported the ARI had substantial positive impacts on student literacy; the principal should receive sufficient support, direction, and encouragement because their leadership role was related to gains in reading scores; the visibility and involvement of the reading specialist and higher education partner influenced teachers' attitudes toward the helpfulness of these individuals; higher education faculty in the program are often confronted with inadequate or competing reward structures; teachers involved in the first 2 years of the program felt that continued professional development would help sustain their enthusiasm; the Stanford Achievement Test, Level 9 is not the most appropriate measure for monitoring progress toward program goals; tests currently used to assess early literacy skills of kindergarten through second-grade students are inappropriate for use as tools for evaluating gains associated with ARI; and case studies of particularly effective schools should be conducted. (RS)

ED 464 374 CS 511 134

Oral Language & Vocabulary Development: Grades 2-3. Alabama Reading Initiative.
PUB DATE- 01
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Grade 2; Grade 3; Higher Education; Inservice Teacher Education; *Oral Language; Primary Education; Professional Development; *Reading Comprehension; *Reading Improvement; Teaching Methods; *Vocabulary Development
IDENTIFIERS- Alabama Reading Initiative

This inservice professional development module, part of the Alabama Reading Initiative, presents research summaries, notes for presenters, and activities. The Oral Language and Vocabulary module elaborates on a student's comprehension of text as it relates to the overlap between the student's system of language and the author's system of language. Knowing that the language used in children's books is 10 times more complex than the conversation of college graduates, this module shows how students need "authentic" occasions (e.g., book talks, drama) in which they practice the more "formal" language (e.g., vocabulary and structures) used in books. Sections of the module, and associated objectives, are: (1) "Research Base for Oral Language and Vocabulary Development" (examine and discuss research-based quotes about oral language and vocabulary development; examine and discuss the stages of oral language development; discuss the instructional implications of the stages of oral language development and condition for learning language); (2) "Components of Oral Language and Vocabulary

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Size; Educational Change; *Educational Improvement; Educational Innovation; *Educational Trends; Elementary Secondary Education; Ethnic Groups; *Minority Groups; Public Schools; Research Utilization; Sex Differences; Teacher Aides; *Teacher Effectiveness; Teacher Morale; *Teacher Student Ratio; Volunteers

In this paper, the authors examine several factors related to class size. The purpose of the presentation is to: (1) trace the evolution of class-size research; (2) briefly describe the Student Achievement Ratio (STAR) class-size experiment; (3) summarize the early and the later student outcomes of STAR participants; (4) outline the research-demonstrated and theory-based reasons for the obtained student and teacher outcomes using STAR data and inferences drawn from many STAR-generated class-size studies; (5) show how these results seriously question the direction of U.S. education since 1965; (6) explain policy and practice steps required to reverse some negative trends; and (7) offer guidelines to implement small classes, K-3, as a foundation for education improvement at little cost. Appendixes include a reprint of a Los Angeles Times article dealing with crowded Orange County schools, and basic design issues of a longitudinal class-size experiment. Results suggest that the closer a study adhered to controlled, experimental research (for example, STAR), the more pervasive and enduring were early outcomes that benefited all students, but especially favored minority, poor, male students. Research shows the necessity of 3 or 4 years of small-class "treatment." Teacher aides added no consistent benefit, but volunteers used under a teacher's direction enrich outcomes. (Contains 55 references.) (DFR)

ED 464 394   EA 031 600

Mitchell, Douglas E.; Mitchell, Ross E.
Class Size: An Amendment Reflecting Further Research on State Policies.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *At Risk Persons; *Class Size; Educational Change; Elementary Education; Ethnic Groups; Financial Support; Low Income Groups; *Minority Groups; *Policy Formation; Public Schools; State Action; *State Departments of Education; Teacher Student Ratio

This report, by reviewing the contents of specific state statutes and regulations, extends the discussion of actions by state legislatures and education agencies to reduce class size. Data are drawn from primary sources and from email or telephone interviews with state department of education officials. Following the design used in the original "Class Size" paper by the same authors, class size variability along three major dimensions is highlighted: (1) the specific class size targeted; (2) the extent to which class-size policies are limited to specific groups of children; and (3) the extent to which class-size reduction is driven by funding incentives or regulatory mandates. The study is organized into two sections: the three basic dimensions of class-size policy are reviewed, and two class-size policymaking periods are compared and resource websites.) (RT)

ED 464 415 EA 031 653

Bagin, Don; Gallagher, Donald R.
The School and Community Relations. Seventh Edition.
PUB DATE- 01
NOTE- 355p.; For sixth edition, see ED 418 467.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Attitudes; Community Influence; *Community Relations; Community Support; Crisis Intervention; Elementary Secondary Education; Internet; *Mass Media Use; *Psychology; *Public Opinion; *Public Relations; School Safety

This book recognizes that publicity is required for interpreting the school to the community and the community to the school. Well-designed community-relations programs can create a sense of friendliness and good will toward faculties, provide adequate financial support for schools, and develop a sense of responsibility in the community for the steady improvement of education. Theories, techniques, and tips to help educational leaders deal with communications challenges are detailed. In the seventh edition, two new chapters focus on crisis management, including school violence. Part 1, "Essential Considerations," includes chapters on the public character of the school, understanding the community, the importance of the public-relations program, and the program's policies, goals, strategies, and administration. Part 2, "Relations with Special Publics," includes chapters on the communication process with internal and external publics, preparation for crises, and communication about school services and special events. Part 3 concerns communication tools. Its chapters consider working with the press, the use of the media, the Internet, printed materials, campaigns, and school choice. Part 4 is concerned with the assessment of the public-relations program's degree of success. An index is provided, as well as a list of helpful organizations. (Contains 97 references.) (RKJ)

ED 464 416 EA 031 654

Bracey, Gerald W.
The War against America's Public Schools: Privatizing Schools, Commercializing Education.
PUB DATE- 02
NOTE- 224p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Charter Schools; Criticism; Educational Philosophy; *Educational Vouchers; Elementary Secondary Education; *Evaluation Criteria; Private Schools; *Privatization; *Public Schools; School Support; Statistical Analysis
IDENTIFIERS- *Reform Efforts

Education reform has a long and ignoble history of searching for magic bullets. Charter schools, vouchers, educational management organizations, tuition tax credits, and high-standards movements are all part of the education landscape today. Some reformers are mere opportunists who look at the $700 billion that the United States spends on education and want some of those dollars. Others truly believe that a market-

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Education Work Relationship; *Employment; *Federal Aid; High Schools; *Inservice Teacher Education; Longitudinal Studies; Parent Education; Program Design; Program Effectiveness; Social Services; Teacher Expectations of Students; *Transitional Programs
IDENTIFIERS- *Supplemental Security Income Program

This final report describes the activities and outcomes of Opening Doors: Decisions about Life and Work Project, a project designed to assess the effectiveness of integrating information and support on Supplemental Security Income work incentives into the transition planning process for students with disabilities. The primary goal of the project was to increase student, family, and school expectations for employment and improving employment outcomes. At a local level, project activities included a longitudinal study of youth and parents, as well as training and capacity building in four local communities. Three years of longitudinal data were collected and research findings were summarized in brief products intended to be easily read and used by families and personnel. To affect change at a local level, project staff assisted in the development of Student Support Teams in four school districts. The purpose of these teams was to improve the transition planning and outcomes for students leaving high school. Support concerning the work incentives and person-centered planning were incorporated into services for 40 students. Formal training on the SSI work incentives was also provided to both teachers and parents. Project products addressing expectations, SSI, and the Plan for Achieving Self-Support program are included. Appended are: (1) "Research to Practice" Volume 6, Number 1 (April 2000); (2) "Tools for Inclusion" Family and Consumer Series Volume 9, number 3 (December 2001); and (3) "Tools for Inclusion" volume 7, number 2 (July 1999). (CR)

ED 464 436 EC 308 937

Anderson, Maria
Families Are Important: An Early Childhood Guidebook for Families of Young Children with Disabilities.
PUB DATE- 01
NOTE- 48p.; Written with contributions by Polly Edmunds, Carolyn Anderson, and Susan Shogren Smith.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Advocacy; *Disabilities; Early Identification; *Early Intervention; Elementary Secondary Education; Federal Legislation; *Individualized Family Service Plans; Infants; Parent Grievances; *Parent Rights; *Parent School Relationship; Referral; *Student Evaluation; Toddlers; Young Children
IDENTIFIERS- *Individuals with Disabilities Education Act; Minnesota

This booklet is designed to help Minnesota parents of young children with disabilities to find services to assist them and to help their children learn and grow. It begins by stressing the importance of parent advocacy for children with disabilities. Following sections address: (1) federal requirements for early intervention for children with harness three interlocking processes: variation (many agents pursue different strategies in a shared environment); interaction (agents create exchanges, make use of things, and inform themselves about other agents' strategies; and selection (of some strategies over others). The paper suggests that a system with the best chance of continuing adaptability and success must have: (1) lots of agents; (2) some connections among agents; and (3) willingness and ability to try and tell. Policies and structures are judged by the criterion of whether, over time, people with disabilities and their families are more able to act as agents in customizing the assistance they require. (DB)

ED 464 455 EC 308 967

O'Brien, John; O'Brien, Connie Lyle
Holding the 10,000 Details: Productive Relationships between Parents of People with Developmental Disabilities and Service Workers.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Department of Health and Human Services, Washington, DC.; Minnesota Univ., Minneapolis. Inst. on Community Integration.
PUB DATE- 01
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; Children; Communication Problems; Delivery Systems; *Developmental Disabilities; Integrated Services; *Interpersonal Communication; *Interpersonal Relationship; Parent Attitudes; *Parent Participation; *Personal Autonomy; *Service Workers

This paper addresses the question of what it takes for parents of people with developmental disabilities and service workers to build and maintain productive relationships. It considers whether such a focus compromises principles of self-determination and suggests that people with strong support actually have more autonomy. Eleven suggestions for improving communication between parents and service workers are offered such as remembering differences in history between parents and service providers and expanding the individual's nework of relationships. The importance of honoring powerful emotions is stressed, noting that both parents and service workers often believe they are the weaker partners in the relationship. Other principles of relationship building include naming conflicts, naming fears, and recognizing cultural differences. The metaphor of "holding 10,000 details" is used to describe the parents' and service workers' role. These details are also shown to be a source of inequality, the root of power transactions, the source of conflicts and overprotection, and closely related to the big idea of self-determination. The paper concludes by stressing that the individual with a developmental disability must be seen as a whole person in relationship to others and in their experience of disability. (DB)

ED 464 456 EC 308 968

Howard, Marilyn
Serving Exceptional Children: A Report to the Idaho Legislature, January 2002.
PUB DATE- 02

Buildings; School Safety
IDENTIFIERS- *Indoor Air Quality

Understanding the primary causes of indoor air quality (IAQ) problems and how controllable factors--proper heating, ventilation and air-conditioning (HVAC) system design, allocation of adequate outdoor air, proper filtration, effective humidity control, and routine maintenance--can avert problems may help all building owners, operators, and occupants to be more productive. This revised report provides a comprehensive summary of IAQ research that has been conducted in various types of facilities. It focuses primarily on school facilities because, for numerous reasons, they are far more susceptible to developing IAQ problems than most other types of facilities, and the occupants--children--are more significantly affected than adults are. This revised report contains summaries of more recent IAQ articles, with 50 new items added to the references. In addition, it expands the discussion of carbon dioxide in response to concerns about this section in the first version of the report. (Contains 154 references.) (EV)

ED 464 476 EF 006 091

Building outside the Box. Public-Private Partnership: A Strategy for Improved Public School Buildings.
PUB DATE- 02
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education; Community Support; Corporate Support; Educational Facilities Planning; Elementary Schools; Government School Relationship; *Partnerships in Education; Private Financial Support; School Buildings; School Business Relationship; *School Construction; School Support
IDENTIFIERS- District of Columbia

This publication describes the creation of a new school building for James F. Oyster Bilingual Elementary School in Washington, DC. Despite the success of its academic program, the school's 70-year-old building had become unsafe and unsuitable for teaching and learning and was threatened with closure in 1993 because of the district's fiscal crisis. This publication discusses how the 21st Century School Fund, working with the Oyster Community Council (the school's PTA), the local school restructuring team, the principal, and neighborhood residents, formed a public-private partnership that saved the school and increased city revenue. The District of Columbia agreed to divide the school property in half to make room for a new school and a new residential development. They also agreed to dedicate property taxes and revenue from the sale of the land to repay a revenue bond. In exchange, LCOR, the private developer of the new 211-unit apartment building, agreed to design and build a new school and repay the Oyster revenue bond. (EV)

ED 464 477 EF 006 092

Assessing the Net Capacity of Schools.
PUB DATE- 01
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

respondents considered academic writing to be an anxiety-provoking event. Pedagogical implications of the study findings are noted. (Contains 38 references.) (SM)

ED 464 497 FL 027 258

Nelson, Charles P.; Kim, Mi-Kyung
Contradictions, Appropriation, and Transformation: An Activity Theory Approach to L2 Writing and Classroom Practices.
PUB DATE- 01
NOTE- 27p.; Paper presented at the Texas Foreign Language Education Conference (Austin, TX, March 23-24, 2001). For the complete journal issue, see FL 027 255.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College Students; Higher Education; *Learning Activities; Questionnaires; Rhetoric; Second Language Instruction; Second Language Learning; Skill Development; Social Influences; *Writing Skills
IDENTIFIERS- *Activity Theory; Contradictions; Historical Influences; Mediation

This paper proposes that activity theory provides a useful framework for understanding how students learn to write in a foreign language and how student and classroom practices evolve over time. Activity theory emphasizes the sociocultural and historical nature of the learning setting. The paper outlines central tenets of activity theory, examining the following: (1) how international students in a first-year university rhetoric and composition course appropriated concepts and tools of rhetoric and self-evaluation; (2) how those concepts and tools mediated their learning to write in English; and (3) how tensions and contradictions in the class led to changes in the composition activity system. Data from observations, student surveys and interviews, students' online learning records, and writing samples indicate that participation in class, appropriation of rhetorical concepts and tools, conflicts students face in appropriation, and ability to expand and generalize their learning are all mediated by concepts and tools of the past and present activities in which they have engaged and are engaging. The paper posits that activity theory has the potential to contribute to understanding of the strong influence of sociocultural factors on the learning processes and to inform second language composition theory and pedagogy. The questionnaire is appended. (Contains 34 references.) (SM)

ED 464 498 FL 027 259

Sidman-Taveau, Rebekah; Milner-Bolotin, Marina
Constructivist Inspiration: A Project-Based Model for L2 Learning in Virtual Worlds.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Texas Foreign Language Education Conference (Austin, TX, March 23-24, 2001). For the complete journal issue, see FL 027 255. Appendixes may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Uses in Education;

*English (Second Language); Environmental Education; Foreign Countries; Higher Education; Reading Instruction; Reading Skills; *Second Language Learning; Trees
IDENTIFIERS- *Organic Farming; Soil; South Africa

This book for beginning readers highlights Robert Mazibuko, the "Tree Man," who spent his life teaching people how to enrich the soil and plant vegetables and trees. Born in South Africa in 1904, he lived on a farm, learning to work with livestock, raise crops, and share with the community. In college, his professor of agriculture provided a holistic education and introduced him to organic gardening. After college, he taught in many schools, where he always planted trees and gardens and built toilets for the school and community. By 1956, he had perfected his trench system method of organic farming. For 17 years, he showed people how farm organically. In 1980, he started the Africa Tree Center, where children learned about environmental issues and were trained to grow vegetables and trees. Mazibuko discusses lessons learned from the past about conservation, respect for nature, and healthy eating. He describes what must be done to improve the environment, explaining that without the soil, there is nothing. Finally, he describes trench farming and planting. A facilitator's guide presents information for teaching people who are learning to read for the first time or for people who are learning to read in a second language. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (SM)

ED 464 518   FL 801 506

Brain, Helen
The New Baby.
SPONS. AGENCY- Rockefeller Bros. Fund, New York, NY.
PUB DATE- 98
NOTE- 33p.; Illustrated by Jeff Rankin. Supported by Anglo American/De Beers Chairman's Fund, DG Murray Trust, and Transitional National Development Trust.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adult Education; Beginning Reading; Blacks; Early Parenthood; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; Picture Books; Reading Instruction; Reading Skills; *Second Language Learning
IDENTIFIERS- South Africa

This book for beginning readers tells the story of a South African priest and his wife who are ashamed when their daughter tells them she is going to have a baby. They refuse to have anything to do with her when she is pregnant. However, when the baby comes, everything changes and they come to accept and love the baby. Large black and white illustrations accompany the story. A facilitator's guide presents information for teaching people who are learning to read for the first time or for people who are learning to read in a second language. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (SM)

ED 464 519   FL 801 507

Annecke, Wendy
The Trick.
SPONS. AGENCY- Rockefeller Bros. Fund, New York, NY.; Department for International Development, London (England).
PUB DATE- 00
NOTE- 45p.; Photographs by Don Helling and Wendy Annecke. Supported by De Beers Chairman's Fund, DG Murray Trust, and

orientation. Nearly half of respondents had experienced prejudice, and half of the respondents said they did not feel safe on campus. Undergraduates reported more incidents of anti-gay bias than did graduate students. No student reported positive experiences in regard to leadership, direction, or interventional help at the highest administrative level. Recommendations are made to improve the campus climate for LGBTQ students. These recommendations center on full implementation, publication, and enforcement of the University's antidiscrimination policy and greater responsiveness by the newly created Office of Institutional Diversity. Three appendixes contain a list of institutions that have conducted similar surveys, the University's sexual orientation nondiscrimination policy, and the survey. (Contains 3 tables and 24 references.) (SLD)

ED 464 540 HE 034 853

The Role and Effectiveness of the Independent Colleges and Universities in Kentucky. Final Report.
PUB DATE- 01
NOTE- 255p.; Submitted to the Association of Independent Kentucky Colleges and Universities.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Change; *Educational Finance; *Higher Education; Interviews; Nonprofit Organizations; *Private Colleges; *Program Improvement; *School Role
IDENTIFIERS- *Kentucky; Reform Efforts

In 1997, Kentucky initiated a comprehensive review and overhaul of its postsecondary education system to meet the economic and educational needs of its citizens more effectively. This study was commissioned to address issues related to the states under use of its independent institutions of higher education to achieve educational reform goals. The study concentrated on opportunities for the Commonwealth of Kentucky to partner with and better use the states network of 19 nonprofit regionally accredited colleges and universities that are members of the Association of Independent Kentucky Colleges and Universities (AIKCU) , opportunities for these institutions to strengthen their programs and services, and opportunities to strengthen and support the AIKCU. Data sources included 33 interviews with leaders of independent colleges and universities, a survey of similar associations in other states, an analysis of statistical data, and a review of pertinent documents. Findings made it evident that Kentucky's independent institutions of higher education are a valuable resource to the state and its citizens that offer a highly cost effective way to help the state accomplish its postsecondary education goals. The key recommendations of this report will help Kentucky use the independent sector more effectively to achieve educational reform goals. Six appendixes contain interview guides, the telephone survey, a policy summary, and some information about funding, public support, and degrees awarded. (Contains 37 exhibits.) (SLD)

ED 464 541 HE 034 854

Higher Education in Brazil: Challenges and Options. A World Bank Country Study.
PUB DATE- 02
NOTE- 196p.

(3) length of stay in the United States; and (4) age. It is concluded that undergraduate foreign students at LSU experience low levels of social difficulty. The refinement of the model is recommended. Four appendixes contain a classification of the countries of origin of these students, items from the SSQ, the SSQ, and the participation consent form. (Contains 38 tables and 138 references.) (SLD)

ED 464 561 HE 034 876

Reiss, Susan, Ed.
On Campus with Women, 1998-1999.
PUB DATE- 99
NOTE- 66p.; Published quarterly. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrators; *College Faculty; *Educational Environment; *Enrollment; *Equal Opportunities (Jobs); *Females; Feminism; Gender Issues; Higher Education

The four issues in this newsletter volume present information on the status and education of women. The focus of issue 1 is on gains women have made in higher education, including enrollment and faculty and administrator positions. Issue 2 focuses on what is called "The Complex Salary Equation" and discusses salary issues and the working conditions of women in academia. Issue 3 focuses on coeducation and the educational environment for women in higher education today. Issue 4 explores how feminist studies have transformed higher education and examines some of the newest issues in the field. Each newsletter also offers brief articles about various women's issues, including gender discrimination, campus issues, and women's studies. Each issue also contains a "For Your Bookshelf" list of resources. (SLD)

ED 464 562 HE 034 877

Charles, David; Benneworth, Paul
Evaluating the Regional Contribution of an HEI: A Benchmarking Approach. Good Practice.
PUB DATE- 02
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Benchmarking; *Educational Finance; *Financial Support; Foreign Countries; Higher Education; *Resource Allocation; *Universities
IDENTIFIERS- *England

This benchmarking tool is designed to help higher education institutions (HEIs) assess the contribution they are making to their region. It aims to encourage debate on a voluntary basis within and between individual HEIs, and to assess the contributions they are making to the economic and social development of their region and how those contributions might be developed. The three functions of the tool are: (1) assess improvements in the strategy, performance, and outcomes of HEI regional engagement; (2) help the HEI set its strategic priorities; and (3) support joint strategies within a regional partnership. The tool is not to be used by the Higher Education

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cross Cultural Studies; Educational Practices; Foreign Countries; *Graduate Students; Graduate Study; Higher Education; *Instructional Leadership; Theories
IDENTIFIERS- *Leadership Practices Inventory; *Mexico

This study reports the administration of the Leadership Practices Inventory (LPI) (J. Kouzes and B. Posner, 1995) to 28 graduate students in educational administration at a university in the Southwest of the United States and 28 students at a university in Mexico. The limitations of this quantitative measure are examined, and comparisons of leadership across cultures are made. The U.S. educators scored significantly higher than did Mexican educators on all five of the inventory's leadership practice measures. The rank order of the practices was also quite different. The extensive study of cross-cultural differences made by G. Hofstede (1980) helped explain some of the differences. Findings raise questions about the universality of the theory of the leadership challenge posited by Kouzes and Posner. (Contains 14 references.) (Author/SLD)

ED 464 584 HE 034 929

Lisher, Scott M.
A Descriptive History of the Discipline of Athletic Training Education.
PUB DATE- 02
NOTE- 86p.; Master of Arts Thesis, Rowan University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Athletics; *Educational History; *Health Education; Higher Education; *Intellectual Disciplines; *Training
IDENTIFIERS- Athletic Trainers

The purpose of this paper is to trace the history of athletic training education as an academic discipline, showing how formal education has evolved for professionals in the field of athletic training. The roots of athletic training education can be traced to the mid-1950s. From that period, athletic training has changed immensely, and the field continues to change. The study explores the relationship between the development of higher education and the way athletic training has evolved as a discipline within higher education. Much of the focus is on change, not only changes made from the inception of the field as a discipline, but the possible changes in the future. Contemporary change theories are related to the development of the field. The development of athletic training as a discipline is in the context of changes that have brought higher education from a curriculum deeply rooted in the classics to one that is both more liberal and more practical. The rise in interest in college athletics was accompanied by the need for educated professionals to meet the needs of student athletes. (Contains 26 references.) (SLD)

ED 464 585 HE 034 930

Flango, Vincent E.
Distance Education Accreditation Standards According to the Regional Accreditation Commissions.
PUB DATE- 00
NOTE- 48p.; Master of Science Research Paper, Southern Illinois University.

individualized competency-based placement, progress checking, and portfolio assessment for high accountability; instructional management system capable of flexible but close integration of all components to give instructors the leverage needed to manage a complex of individual learning plans; and "just in time" delivery via the Internet, local area networks, or stand-alone work stations located anywhere. (AEF)

ED 464 604 IR 021 187

Foshay, Rob; Kirkley, Jamie
Principles for Teaching Problem Solving. Technical Paper.
PUB DATE- 98
NOTE- 16p.; PLATO Learning, Inc. was formerly TRO (The Roach Organization) Learning, Inc., Edina, MN.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Philosophy; Educational Practices; *Educational Principles; Instructional Design; Knowledge Level; Learning Activities; *Problem Based Learning; *Problem Solving; Teaching Methods

This Technical Paper focuses on principles for teaching problem solving. Part 1 addresses the need to teach problem solving. Part 2 defines problem solving skills, and describes: general problem solving models of the 1960s and 1970s, current problem solving models, declarative knowledge, mental models, expert versus novice knowledge, procedural knowledge, and near and far transfer. A table provides a definition, characteristics, examples, and implications for teaching and testing for three problem types: well structured problems, moderately structured problems, and ill structured problems. Part 3 provides a summary of 17 principles that form the basis of problem solving instruction in the PLATO R system. (Contains 30 references.) (AEF)

ED 464 605 IR 021 188

Foshay, Rob
A Guide for Implementing Technology: Or, Now That We've Got Them, What Do We Do with Them? Technical Paper.
PUB DATE- 00
NOTE- 38p.; PLATO Learning, Inc. was formerly TRO Learning, Inc., Edina, MN.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Uses in Education; *Courseware; *Educational Planning; *Educational Technology; Evaluation; Guidelines; Professional Development; Program Development; Teaching Models; Technology Planning
IDENTIFIERS- *Technology Implementation

Getting real educational benefits from investments in technology requires careful planning. Based on the experience of implementing PLATO R at over 5,000 sites, a nine-step planning model for implementing technology was developed. The nine planning tasks are based on the understanding of the factors that are critical to the success of most educational applications of technology, including PLATO R . The steps are: (1) Get buy-in from key personnel; (2) Decide on program goals;

baccalaureate completion courses for RNs (Registered Nurses). At the completion of the first year, all six theory courses were offered online. Clinical courses are offered at Arkansas Health Education Centers throughout the state to accommodate distant students. Various methods are used for evaluation of clinical experiences. Principles of adult education are emphasized and implemented in all courses. This curriculum is designed to sharpen nurses' critical thinking, provide the conceptual and theoretical basis for professional decision-making, introduce nursing research, and build a foundation for community health nursing. Meetings are held monthly for faculty teaching online to discuss how to manage the electronic classroom. Ongoing, extensive evaluations are a constant thread. Student evaluations have been very positive. (Author/MES)

ED 464 626 IR 021 396

Veteto, Bette R.
Elementary Algebra Student-Written Web Illustrations = Math Mastery.
PUB DATE- 02
NOTE- 9p.; In: Teaching, Learning, & Technology: The Connected Classroom. Proceedings of the Annual Mid-South Instructional Technology Conference (7th, Murfreesboro, TN, April 7-9, 2002); see IR 021 870.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; *Algebra; *Computer Uses in Education; Higher Education; *Mathematics Instruction; Student Developed Materials; *World Wide Web
IDENTIFIERS- *Technology Utilization; University of Memphis TN; *Web Page Design; Web Pages

This project focuses on the construction and use of a student-made elementary algebra tutorial World Wide Web page at the University of Memphis (Tennessee), how this helps students further explore the topics studied in elementary algebra, and how students can publish their work on the class Web page for use by other students. Practical, understandable student Web illustrations and the technology skills necessary to carry out the project are presented and explained. Ways in which the project enhanced the teaching/learning experience are listed. (Author/MES)

ED 464 627 IR 021 397

Cockerham, Steve; Beauchamp, Barbara; Burleson, Rebecca
It Takes a Village: Considerations for Effective Mentoring Relationships in Instructional Technology.
PUB DATE- 02
NOTE- 6p.; In: Teaching, Learning, & Technology: The Connected Classroom. Proceedings of the Annual Mid-South Instructional Technology Conference (7th, Murfreesboro, TN, April 7-9, 2002); see IR 021 870.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Educational Objectives; *Educational Technology; Higher Education; *Mentors;

funding, collaboration, one-stop shopping, accountability, and extraordinary service. The book contains the following chapters: (1) "Complex, Rapidly Changing Electronic Information Environment: Vendor and User Trends in the Library" (Gregory Pronevitz); (2) "Restructuring Work" (David Simmons); (3) "Complete Rethinking of Education: The Effects of Distance Education on Library Networks/Consortia in the Next Five Years" (Sondra Vandermark); (4) "Growth in Buying Clubs and Cooperatives: None of My Members Wants To Pay Full Price for Anything!" (Connie Paul); (5) "High Demand for Skilled Workers: Who's Minding the (Information) Store?" (Jeannette Smithee); (6) "Diversifying Funding: But Will It Turn Profit? Some Thoughts about Entrepreneurialism for Library Systems" (Peter Hamon); (7) "Collaboration, Partnering, and Community Building: Their Impact of Multitype Cooperatives" (Nancy Bolt); (8) "One-Stop Shopping: Struggling in a One-Stop Home-Shopping World, or People Want What They Want When They Want It. (Don't You?)" (Karen Hyman); (9) "Accountability for Results" (Ethel Himmel and Bill Wilson); and (10) "Demand for Extraordinary Service: What Network Trustees Had Better Consider!" (Ellen Miller). Most chapters contain references. (MES)

ED 464 647 IR 058 461

Lorenzen, Michael
Library Instruction outside of North America in the 20th Century.
PUB DATE- 02
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Libraries; Foreign Countries; Higher Education; Librarians; Libraries; *Library Instruction; *Library Research; *Literature Reviews; Program Development; Publications
IDENTIFIERS- Africa; Asia; Europe; Oceania; South America

Librarians are teaching in classrooms all over the world. A search of library literature reveals articles on academic library instruction programs in Asia, Oceania, South America, Africa, and Europe. This paper examines the 20th Century literature that explores academic library instruction programs around the world with the exception of those in North America. Only those articles that were written in English from 1901-2000 indexed in "ERIC" or "Library Literature" were considered. Some countries that use English as a primary language (Nigeria, New Zealand) are well represented while other non-English speaking countries (France) and regions (South America) are sparsely covered in this literature review. (Contains 39 references.) (Author/MES)

ED 464 648 IR 058 462

Champelli, Lisa
The Youth Cybrarian's Guide to Developing Instructional Curriculum-Related, Summer Reading, and Recreational Programs.
PUB DATE- 02
NOTE- 189p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; College Role; *Community Colleges; *Costs; Educational Assessment; *Educational Finance; Educational Objectives; Expenditure per Student; *Financial Audits; *Financial Support; Governance; Resource Allocation; Two Year Colleges
IDENTIFIERS- *North Carolina

In its phase one report, MGT of America, Inc., a management research and consulting firm, recommended several improvements in the funding model used by the North Carolina State Board of Community Colleges. In addition to an overall call for a simplified approach to presenting the financial needs of the 58 colleges, the report identified several aspects of the current funding model that required further review, two of which were the sliding scale for curriculum instruction (SSCI) and the base staffing/base funding provision for instructional and administrative support (BSBF). Each issue attempts to address the concept of "economy of scale," a business term that, when applied to higher education, implies that per-student cost is expected to be lower at a larger college than at a smaller college. The existence of this economy of scale phenomenon presents a special challenge to the NCCCS. The state operates an unusually high proportion of colleges in the smaller enrollment categories--29% of the state's community colleges enroll fewer than 1,000 full-time equivalent students, compared with only 21% regionally, and 15% nationally. This report describes the current funding formula for SSCI and BSBF, discussing their rationale, fiscal impact, evidence of economy of scale in other states, trends, and recommendations. The report ends with a "Next Steps" section, which outlines general areas for further review. Appended are selected excerpts from the MGT report. (EMH)

ED 464 668 JC 020 359

Neptune, Carolyn F.
Opportunities for Excellence: Professionalism and the Two-Year College Mathematics Faculty.
PUB DATE- 01
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; College Instruction; *College Mathematics; *Community Colleges; Faculty Organizations; *Mathematical Enrichment; Mathematics; *Mathematics Instruction; Outcomes of Education; Professional Associations; Professional Training; Teacher Improvement; Teacher Motivation; Two Year Colleges
IDENTIFIERS- *American Mathematical Association of Two Year Coll

The American Mathematical Association of Two-Year Colleges (AMATYC) is the voice of two-year college mathematics in the United States and Canada, and it has more than 40 affiliate organizations in the two countries. The organization is designed to promote professionalism among mathematics faculty at two-year colleges. This AMATYC publication describes the activities and characteristics of professionally active mathematics faculty members. The paper is divided into the following sections: (1) an introduction, which describes goals and background; (2) An Overview of Two-Year Colleges, including Mission, focus on teaching, and student profile; (3)

members' objections to the Commission's emphasis on quantifiable outcomes rather than educational quality. In addition, Linda Collins outlines the proposal in "The Proposed Accreditation Standards: A Summary Critique." She argues against the revision's aim to import quality assurance approaches from business, and the continuous monitoring of outcomes rather than assuring adequate educational, fiscal, human, and physical resources. Other articles in the newsletter are: (1) "The Lessons of IMPAC" (Kate Clark); (2) "Horse Sense for People--Don't Fence Me In" (Renee Reyes Taylor); (3) "The Disciplines List Hearings" (Scott A. Lukas); (4) "A Report from the Affirmative Action and Cultural Diversity Committee" (Dibakar Barua; (5) "Local Senates" (Kate Clark); (6) "Efforts To Improve Basic Skills in Community Colleges Show Promise" (Mark Snowhite); and (7) "Technology Resources Showcased at Fall Session" (Mark Lieu). The October issue covers valuing diversity among faculty and staff members, the role of local senates in times of crisis, and the status of occupational faculty considering activities of states and vocational education. Other articles included are: (1) "French Fries, Funding, and Student Success: Occasions for Unity" (Hoke Simpson); (2) "Information Competency: Moving Ahead Despite..." (Kate Clark and Dan Crump); (3) "Vocational Faculty--What's Happening?" (Shaaron Vogel); and (4) "The Accountability Game: Stanford 9 in K-12, HMO's in Health Care...MSLO's in CC's" (Leon F. Marzillier). (NB)

ED 464 688   JC 020 390

Oliver, Diane
The U.S. Community College Model and Vietnam's Higher Education System.
PUB DATE- 02
NOTE- 22p.; Paper presented at Texas Tech University Vietnam Center Triennial Symposium (4th, Lubbock, TX, April 11-13, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Developing Nations; *Educational Development; Educational Innovation; Educational Objectives; Foreign Countries; International Studies; Models; Program Implementation; Two Year Colleges
IDENTIFIERS- *Vietnam

This paper reports on research conducted to determine if United States' community college model can be applied to higher education systems in developing countries. The author examined Vietnam's higher education system and conducted a case study of Can Tho University (CTU) in the Mekong Delta. First, common characteristics found among community colleges across the U.S. were synthesized into a representative model. Next, multiple data collection methods were used to analyze the higher education system in Vietnam and conduct the case study. The U.S. community college model was then analyzed in relation to the CTU case study, Mekong Delta context, and success criteria developed from examining higher education related to problems in the Mekong Delta region of Vietnam. Results of the study indicate that the U.S. community college model has significant potential for relieving some of the difficult higher education challenges in the Mekong Delta and throughout the country of Vietnam. The research design and methods of this study could also be used to conduct research on the potential effectiveness of the U.S. community college model in other developing

Maryland Child Care Business Partnership Final Report.
PUB DATE- 00
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; *Day Care; Early Childhood Education; *Employer Supported Day Care; Family (Sociological Unit); *Family Work Relationship; Government Role; Parents; Partnerships in Education; Program Descriptions; State Programs; Welfare Reform
IDENTIFIERS- *Business Role; *Child Care Needs; Maryland; Welfare to Work Programs

Building on a pledge to support the state's job growth and successful transitions from welfare to work, the governor of Maryland issued an executive order in 1998 to establish the Maryland Child Care Business Partnership (MCCBP). This partnership, comprised of 23 members representing business, labor, state and local government, and the child care community, was charged with assessing child care needs and resources in Maryland, identifying innovative child care programs and strategies, and developing a plan by which public funds would be used for initiatives with employers and community support to increase the availability of child care, especially for low-wage workers. The findings of the partnership revealed that there are over half a million Maryland children who are in need of care for at least part of the day. Maryland has a child care capacity for approximately 37 percent of children under 12 years needing care. The supply and cost of regulated child care vary greatly by jurisdiction and region. The state offers assistance to families, care providers, and employers in obtaining and providing quality care programs. Promising developments in providing child care have involved public-private partnerships in states including Colorado and North Carolina. Several MCCBP members held regional business breakfasts to consider ways the business community could lead in developing child care solutions for employees and the larger community. The MCCBP concluded that such events will be most effective in producing new child care resources and options if they are part of a comprehensive regional plan involving relationship building and concrete action plans. (Two appendices contain the text of the executive order creating the MCCBP, its members, and include a statement of The Employer Group, a group of about 20 national companies employing large numbers of low-wage workers.) (KB)

ED 464 708 PS 030 307

Kankaanranta, Marja
Developing Digital Portfolios for Childhood Education. Research Reports.
SPONS. AGENCY- Academy of Finland, Helsinki.
PUB DATE- 02
NOTE- 287p.; Photographic images may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Case Studies; Computer Uses in

students an opportunity for learning required skills in the diesel industry. It aligns with the medium/heavy duty truck task list developed by the National Automotive Technicians Education Foundation and used by the National Institute for Automotive Service Excellence in certification of medium/heavy duty truck technicians. The teacher edition consists of introductory pages, teacher pages, and the student edition. Introductory pages include training and competency profile; national skills and/or state duty/task crosswalk; instructional/task analysis; basic skills icons and classifications; basic skills matrix; and tools, equipment, and materials list. Teacher pages include some or all of the following: unit contents (teacher and student components); suggested activities; answers to assignment sheets; written test with key; learning activities sheet; teacher supplements; and transparency masters. The student edition contains some or all of these elements: unit contents; objective sheet; information sheet; student supplements; assignment sheets; and job sheets. The 17 units are divided into these 4 sections: introduction to engine principles and procedures; engine systems and components; fuel systems; and engine diagnosis and maintenance. (YLB)

ED 464 217 CE 083 136

Schwager, Tina; Schuerger, Michele
Cool Women, Hot Jobs...and How You Can Go for it, Too!
PUB DATE- 02
NOTE- 290p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Autobiographies; *Career Choice; Career Education; *Career Exploration; *Females; *Goal Orientation; Intermediate Grades; Junior High Schools; Motivation; Nontraditional Occupations; Occupational Aspiration; *Occupational Information; Secondary Education; Work Environment

This book is designed to help teen girls discover what a job is really like from women doing what they love. Part 1 features stories of 22 women. From who they are and how they got there to why they love what they do, the real-life stories are intended to provide girls, age 11 and up, with inside information, inspiration, and goal-tracking tips to what could be their own bright future. At the end of each story, job information is provided, including good and not-so-good aspects; dress code; how many hours a week it takes to get the job done; what the work environment is like; education and skills needed to get hired; personality traits best suited for the position; perks and rewards; and a list of things to do right now to explore the field. Words of wisdom and a resource list wraps up the story. Jobs include video choreographer; Egyptologist; dolphin trainer; foundation director; Web director; fighter pilot; wedding planner; zoo director; entrepreneur; professional basketball player; Disney imagineer; Federal Bureau of Investigation agent; fashion designer; space plasma physicist; television producer; classical musician; stuntwoman; footwear designer; and reporter/columnist. Part 2 explains 5 keys to success (imagination, confidence, willingness to take risks, courage, and determination) that may nonformal education to socioeconomic development in Africa. "Introduction" (Richard Siaciwena) presents an overview of the research project and defines key terms related to nonformal education. "Ghana: The Use of Radio in the National Literacy and Functional Skills Project in the Volta and Northern Regions" (Kofi Siabi-Mensah) reports on a study examining the use of radio to support classroom teaching and learning in a literacy and functional skills project. "Kenya: The African Medical Research Foundation" (Anna P. Mwangi) discusses a study documenting the experience of a distance education project to provide continuing education to medical workers with little or no access to any other form of continuing education. "Tanzania: INADES- (African Institute for Economic and Social Development) Formation, Tanzania" (Amon Z. Mattee) reviews the history and activities of INADES-Formation, which provides provide training to farmers in rural communities. "Uganda: Distance Education Programmes of the Ministry of Health" (Juliana Bbuye) describes various nonformal health education activities in Uganda. "Zambia: Radio Farm Forum" (David Sibalwa) profiles a program providing technical assistance to farmers via radio. "Conclusion" (Richard Siaciwena) summarizes and synthesizes the findings of the individual case studies. (Some papers contain substantial bibliographies.) (MN)

ED 464 236 CE 083 194

Farrell, Glen M., Ed.
The Changing Faces of Virtual Education.
SPONS. AGENCY- Department for International Development, London (England).
PUB DATE- 01
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adult Education; Computer Uses in Education; Computers; Delivery Systems; *Distance Education; Educational Change; *Educational Environment; Educational Policy; Educational Practices; Educational Quality; Educational Technology; *Educational Trends; Foreign Countries; Information Technology; *Instructional Development; Internet; *Online Courses; Open Education; Partnerships in Education; Policy Formation; Postsecondary Education; Quality Control; Services; Social Support Groups; *Technological Advancement; Virtual Classrooms; Web Based Instruction; World Wide Web
IDENTIFIERS- Commonwealth of Learning; Virtual Universities

This document contains eight papers on the changing faces of virtual education. "Introduction" (Glen M. Farrell) presents an overview of the study during which the papers originated. "The Changing Venues for Learning" (Vis Naidoo) discusses innovative learning venues and forces driving and constraining their development. "The Continuing Evolution of ICT (Information and Computer Technology) Capacity: The Implications for Education" (Tony Bates) explores key emerging technologies and forces driving and constraining them. "Object Lessons from the Web: Implications for Instructional Development" (David Porter) examines the following topics: learning objects and structured information; ways structured content is developed; the structure of groups and their work; and implications for educational organizations, instructional developers, and learners. "The Provision of Learner Support Services Online" (Yoni Ryan) reviews options for providing learner support in distance education and issues for policymakers and managers. "The Development of New Organizational Arrangements in Virtual interactive World Wide Web site called The European Training Village. The surveys examined e-learning users' views regarding the following topics: technology-supported learning; e-mail in e-learning; trainers' skills for e-learning; the economics of e-learning; e-learning and adult basic skills; e-learning for people with disabilities; and training of trainers and teachers. The surveys attracted approximately 3,213 respondents, 19% of whom were trainers or teachers in schools and universities and 14% of whom were training managers or trainers in companies or the private sector. The following were among the key findings: (1) 42% of respondents said that 0-25% of their learning was currently supported by technology; (2) uses of e-mail in e-learning included sending instructions and assignments, surveying learner views, providing advice, and generating discussion; (3) costs of developing or purchasing e-learning products and services elicited the greatest concern in the survey on the economics of e-learning; (4) respondents were optimistic regarding e-learning's potential contribution to teaching adults in need of basic skills instruction and disabled individuals; and (5) most respondents anticipated spending more time on e-learning professional development in the future. (Questionnaires are included. Contains 48 figures.) (MN)

ED 464 254 CE 083 219

Relave, Nanette
TANF Reauthorization and Work Requirements.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 02
NOTE- 14p.; Part of the "TANF Reauthorization Resources." WIN is a businessline of The Finance Project.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Change Strategies; Delivery Systems; *Education Work Relationship; Educational Benefits; Educational Research; *Eligibility; Employment Level; *Federal Legislation; Federal State Relationship; Information Sources; Literature Reviews; Measurement Techniques; Needs Assessment; Nuclear Family; One Parent Family; Performance Factors; *Policy Formation; Postsecondary Education; *Public Policy; State Programs; Trend Analysis; Welfare Recipients; *Welfare Services
IDENTIFIERS- Job Opportunities and Basic Skills Program; Personal Responsibility and Work Opp Recon Act; Reauthorization Legislation; *Temporary Assistance for Needy Families; Welfare to Work Programs

The various parties interested in reauthorization of the Temporary Assistance for Needy Families (TANF) program are considering a number of issues related to the program's work requirements. The following policy questions have sparked particular debate: (1) the impact that allowing additional activities to count toward federal participation rates would have on TANF caseloads and the welfare-to-work transition; (2) whether the TANF program contains sufficient incentives to encourage states to increase participation in work-related activities and changes that could promote increased participation in work-related activities; (3) whether the separate participation rate for two-parent families is a realistic target rate for engaging those families in work activities; and (4) whether work participation rates are and power of technology and its effect on standard operating procedures in all areas of life. The authors maintain that if student services programs learn to function as a critical component of a learning organization, if they focus on providing more personalized services, and if they capitalize on the potential of more technology, they will undergo significant changes between now and 2021. (Contains 18 references.) (GCP)

ED 464 271   CG 031 691

Bemak, Fred
Paradigms for Future School Counseling Programs.
PUB DATE- 02
NOTE- 15p.; In: Building Stronger School Counseling Programs: Bringing Futuristic Approaches into the Present; see CG 031 688.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Counselor Role; *Educational Change; Elementary Secondary Education; Futures (of Society); Models; Public Schools; *School Counseling; *School Counselors; *School Organization; Trend Analysis

To establish a context for envisioning the school counselor of 2021, it is first necessary to envision the public school of the future. In this chapter, a trend in which schools move away from large institutional educational structures, with an emphasis on redesigning them into small learning centers within the larger establishment is predicted. These smaller learning centers will operate more like the universities of today, with small departments having specializations and themes in different areas. Within this configuration, teachers, principals, and school counselors will assume new roles to facilitate learning. Within the context of these changes, the author suggests that the school counselor will undergo a major shift and assume key leadership roles in school reform, creating healthy school climates, and serving as an essential resource for teachers, parents, and community counselors. (Contains 12 references.) (GCP)

ED 464 272   CG 031 692

Allen, Jackie
Counseling in Community: Myth or Reality?
PUB DATE- 02
NOTE- 10p.; In: Building Stronger School Counseling Programs: Bringing Futuristic Approaches into the Present; see CG 031 688.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Agents; *Community; *Counselor Role; *Educational Cooperation; Elementary Secondary Education; Futures (of Society); Models; Organizational Change; *School Counseling; Technology

This chapter reviews the myths and stories of counseling over the past several decades and proposes that the twenty-first century story of counseling must be counseling in community. This paradigm change will involve counselors joining with mental health professionals, career development specialists, and educators to write the story of professionals working together in collaboration to transform counseling for the future. The details of this new paradigm are as follows: the community will

Relationship
IDENTIFIERS- Addiction Counseling; Gambling; Professional Ethics; Traumas

This volume of six lessons provides expert information on a variety of issues in substance abuse counseling. The lessons, which may be applied toward continuing education credits, are: (1) "Ethics in Substance Abuse Rehabilitation" (Robert L. Hewes); (2) "Addressing the Needs of Clients with Traumatic Injury and Alcoholism" (Charles H. Bombardier); (3) "Using Critical Thinking To Improve Outcomes in Substance Use Disorder Counseling" (Michael J. Taleff); (4) "Women, Drugs, and AIDS: Implications for Rehabilitation Counselors" (Debra A. Harley); (5) "Substance Abuse Treatment for Pregnant and Parenting Women" (Rivka Greenberg, Judith Fry McComish, and Jennifer Kent-Bryant); and (6) "Rehabilitating Clients with Gambling Addiction" (Brian T. McMahon). Each lesson contains references. (GCP)

ED 464 295 CG 031 719

Juvenile Justice and Delinquency Prevention Act: Preventing Juvenile Crime at School and in the Community. Hearing before the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce. House of Representatives, One Hundred Sixth Congress, First Session (Washington, DC, March 18, 1999).
PUB DATE- 99
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; After School Programs; Children; Crime Prevention; Delinquency; *Delinquency Prevention; Drinking; Drug Abuse; Educational Environment; Federal Legislation; *Government Role; Hearings; *High Risk Students; Prevention; Program Descriptions; School Safety; *Violence
IDENTIFIERS- Congress 106th; *Juvenile Crime; *Juvenile Justice Delinquency Prevention Act 1974

This document presents discussion on the Juvenile Crime Control and Delinquency Prevention Act (H.R. 1150) and provides testimonies of experts with first-hand knowledge of quality delinquency and violence prevention programs. An opening statement from Representative Mike Castle (Delaware) related the problem of children who become involved in at-risk activities such as drugs, alcohol, and crime, and the disturbing numbers of those children who enter the juvenile justice system each year. Special emphasis was placed on the importance of quality after-school programs that encourage children's involvement in a variety of educational and enrichment activities. Testimony was presented by Jesse Sligh, Executive Assistant District Attorney, Queens County District Attorney's Office, New York; Karla Ballard, Arise International; Vincent Schiraldi, Executive Director of the Center for Juvenile and Criminal Justice; Sandra Mc Brayer, Children's Initiative of San Diego; Barbara Ott, Silver Spring YMCA Youth Services; and Robert Smith (accompanied by Jesse Armetta), Director of Youth Services Agencies of Pennsylvania. An appendix contains the prepared statements of the witnesses. (GCP)

ED 464 296 CG 031 720

Juvenile Crime Control and Delinquency Prevention Act. Hearing before the Subcommittee on Early Childhood, Youth and Families

IDENTIFIERS- Catalan; Galician; *Picaresque Literature

Intended for use by those conducting research in Spanish literature, this guide lists selected reference materials in literature from Spain, in Spanish, Galician, and Catalan languages. Annotations in the guide are divided into the following sections: (1) General Encyclopedias (1 annotation); (2) Guides to the Literature (4 annotations); (3) Literary Dictionaries, Handbooks and Biographical Sources, including pseudonyms (9 annotations); (4) Bibliography (82 annotations); (5) Book Reviews (journal only); (6) Theses and Dissertations (9 annotations); and (7) Translations (2 annotations). (NKA)

ED 464 318 CS 510 760

de Sumar, Juanita Jara, Comp.
Library Guide: Latin American Literature, 2001.
PUB DATE- 01
NOTE- 19p.; This guide is a revision of "Hispanic Literature: a Guide to Reference Sources" (1982); see ED 226 363. See CS 510 759 for the Spanish guide.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Drama; Fiction; *Latin American Culture; *Latin American Literature; *Mexican American Literature; Poetry; *Resource Materials
IDENTIFIERS- Caribbean Literature (Spanish)

Intended for use by those conducting research in Latin American literature written in Spanish, this guide contains annotations for a wide range of selected works. The guide is divided into the seven sections: (1) General Encyclopedias (1 annotation); (2) Guides to the Literature (4 annotations); (3) Literary Encyclopedias, Dictionaries and Handbooks, and Biographical Sources (17 annotations); (4) Bibliographies (41 annotations); (5) Book Reviews (2 annotations); (6) Theses and Dissertations (5 annotations); and (7) Translations (6 annotations). (NKA)

ED 464 319 CS 510 763

Bowman, Leslie
Interaction in the Online Classroom.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; *Classroom Communication; *Computer Mediated Communication; Computer Uses in Education; *Cooperative Learning; *Discussion (Teaching Technique); Higher Education; Learning Activities; *Online Courses; Teacher Role
IDENTIFIERS- *Communication Strategies

In traditional face-to-face classrooms, teachers lead their students through discussions using strategies that promote reflection and further exploration of issues and topics. The same holds true in the online class. There are specific techniques and strategies used in facilitating learning through discussion in both types of classes. The discussion formats differ according to the Course Management System (CMS) used, and it is helpful to use a CMS with features that allow for collapsing and expanding message threads, read and new messages, and email alerts for new messages. In distance learning, the geographical physical isolation requires that students learn new communication strategies--communication assignments. Findings suggest strong indications that using Bloom's taxonomy of educational objectives, united with appropriate writing activities, does bridge the WAC-WID divide by providing a general heuristic from which professors can make explicit knowledge and practices to which they can then apply selected writing-to-learn and other composition techniques to help students make their way into their disciplines. (Contains 25 references and a table. Appendixes contain an inventory of Bloom's course objectives--workbook pages given to instructors in the disciplines, an outline of writing activities and genres that reinforce learning objectives, and a list of participants by discipline. Reproductions of PowerPoint slides associated with the paper are also attached.) (NKA)

ED 464 338 CS 510 938

Learning Together. Parents and Children Together Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 93p.; Accompanying audiotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Dialog Journals; Elementary Education; Learning Activities; *Parent Child Relationship; *Parent Participation; *Story Reading
IDENTIFIERS- *Family Activities; *Read Along; Team Learning

The message of this series of books, "Parents and Children Together," is that parents should get together with their children, talk about stories, and learn together. This book, "Learning Together," contains several stories that parents and children can read together and talk about in a relaxed way. The book has a companion audiotape called "Teamwork Learning." Advice is given in the first part of the book as to the best way to go about reading together. In the second half of the book and on one side of the audio tape are ideas and guidelines for the interested parent. Following an introduction and a "getting started" section, the book is divided into these parts: (1) Read-Along Stories ("Brewster Rooster and the Thistle Whistle" by Dorothy Baughman; "A Friend for Ben" by John E. Moore; "Friday Night Fights" by Winston Munn); and (2) Guidelines for Parents (What Is Teamwork Learning?; Dialogue Journals: A Different Kind of "Talking Book"; Activities for Fun and Learning; and Books for Parents and Children). (NKA)

ED 464 339 CS 510 945

Gorelick, Risa P.
Service-Learning's Flaw: What's Community Got To Do With It?
PUB DATE- 02
NOTE- 26p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; College Freshmen; Concept Formation;

of institutions (but especially for community colleges)--for example, 75% of community college students work and are less involved on their campus compared to students at 4-year institutions. The author/instructor begins her own community college classes with a writing prompt which queries her students on their reading/writing memories and feelings. Some of their responses show how negatively they consider the relationship between time and literacy--literacy takes time to achieve, time they do not have; and literacy takes away their time, therefore they do not want to give any time to it if they do not have to. More and more it seems as though time is becoming an issue for both teachers and students. (Contains 10 works. Definitions of academic literacy and functional literacy, a course schedule worksheet, statistics on community college students, and student comments are attached.) (NKA)

ED 464 358 CS 510 976

Kreiser, Chris
Silence in the Writing Center: Comparing Student to Consultant Word Ratios.
PUB DATE- 02
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Classroom Techniques; Comparative Analysis; Consultants; Discourse Analysis; Higher Education; Questionnaires; *Teacher Student Relationship; *Writing Instruction; *Writing Laboratories
IDENTIFIERS- Collaborative Talk; *Power; Rhetorical Strategies; *Silence

A teacher may assume he or she has power in the classroom and utilize what he or she considers to be thoughtful dramatic pauses to frame and enhance certain points during the lecture. A student, seated in the back row, may regard these pauses not as the rhetorical flourishes intended but as indicative of the teacher's hesitancy or confusion and comment as such, in a subversive way, to fellow classmates. Within the classroom scenario many applications and interpretations of power exist as do many uses, and understandings, of silence. This paper explores three contrasts in three writing center consultation case studies. Specifically, the paper proposes a new methodology for analyzing consultation transcripts, a methodology that can indicate which participant is letting the other speak--and conversely, who is enforcing or who is deploying silence. It finds that this methodology can note many perspectives of the subjective and dynamic interplay of silence and power during a writing center consultation, and that it is one more training tool to improve the consultant's collaborative and power awareness. The student questionnaire and post-questionnaire and consultant questionnaire are attached. (NKA)

ED 464 359 CS 510 981

Buzzanell, Patrice M.
In the Silence of Our Hearts: When Spirituality and Career Discourses Collide.
PUB DATE- 02

Development" (become familiar with five components of oral language/vocabulary development; reflect upon how the components of oral language/vocabulary development specifically relate to classroom instruction); and (3) "Practical Application" (examine the main things about oral language/vocabulary development; participate in activities that expand their own oral language and vocabulary; engage in activities designed to promote students' oral language and vocabulary development; and reflect on specific ways the instructional tools can be used to develop students' oral language and vocabulary). An appendix contains a list of prefixes, suffixes, and roots; hints, helps, and expectations for students with limited English proficiency; additional activities to develop oral language; a discussion of literature circles; a list of 100 picture books everyone should know; and a 45-item list of related research. (RS)

ED 464 375   CS 511 140

Donoghue, Mildred R.
Literature Helps Young Children Face Problems in Today's World.
PUB DATE- 02
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Childrens Literature; Classroom Techniques; Elementary Education; *Fiction; Realism; Young Children
IDENTIFIERS- Personal Problems; *Problem Representation; Reading Uses; *Response to Literature; Trade Books

Contemporary realistic fiction allows young readers/listeners to experience events that they would never encounter in real life or practice what they might someday experience. Realistic fiction benefits children as they may: see past the limitations of their own experiences; learn to reflect on choices in their own lives; acquire sympathy for other people; and come to feel that they are not alone. This paper describes 20 works of fiction for children which focus on personal feelings, family relationships, extended families, families in transition, cultural diversity, and disabilities. The paper gives the plot of each book and suggests how the teacher might approach or discuss the novel or how the students might respond to the novel. (NKA)

ED 464 376   CS 511 146

Coordinating for Reading Instruction: General Education and Special Education Working Together.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Special Education.
PUB DATE- 00
NOTE- 37p.; Part of the Special Education Reading Project (SERP).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; *Classroom Techniques; Elementary Education; Program Implementation; *Reading Instruction; *Regular and Special Education Relationship;

contrasted. The first concerns several state-level actions associated with the post-recession reforms of the early to middle 1980s. These policies were responses to a sharp rise in political anxiety articulated in the 1983 report "A Nation at Risk." Following a hiatus in the early 1990s, there was a revival of state-level education investment in class-size reduction beginning about 1992. Policies during this period were strongly influenced by published reports evaluating class-size initiatives adopted during the 1980s. Attention focuses on policy adoptions affecting the early elementary grades (K-3), where the vast majority of state interest has been concentrated. (Contains 16 references.) (DFR)

ED 464 395 EA 031 613

Cunningham, Chris
Engaging the Community To Support Student Achievement. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.; Digest Number 157.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Citizen Participation; *Community Support; Elementary Secondary Education; Public Relations; *School Community Relationship
IDENTIFIERS- ERIC Digests

School systems have long recognized the need for public support and participation, but now many districts are renewing their commitment to strengthen the ties with their communities. To build community support for schools that facilitates student achievement, school boards are developing communication strategies that routinely reach diverse community groups. This process is called public engagement. This digest examines how public engagement can foster student achievement, how school boards and administrators can facilitate the public-engagement process, and how school leaders can solicit enduring support from stakeholders. Public engagement can promote student achievement through the collaboration of supportive parents. It can also help the entire community by identifying social and health factors that interfere with learning, such as teen pregnancy, inadequate nutrition, and lack of health care. School boards and principals are in position to play key roles in involving families with their children's academic activities in meeting educational standards. Involved families can also effectively advocate for schools with the general public. Five methods that help school boards and administrators engage the public are focus groups, telephone polling, public meetings, e-mail, and study circles. (Contains 11 references.) (RT)

ED 464 396 EA 031 622

McDowell, Lena; Sietsema, John
Directory of Public Elementary and Secondary Education Agencies, 1999-2000.
PUB DATE- 02
NOTE- 811p.
LANGUAGE- English
EDRS Price- MF05/PC33 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials -

driven system will help. Still others would like to teach religion without having to worry about the First Amendment. The purpose of this book is to summarize and describe these experiments and examine why none can be justified by using the argument that the entire public-school system is in crisis. It provides evidence that the system is actually improving. It argues that slanted, spun, and distorted statistics are used by organizations that fund research, since funding is easier to find if there is a perceived crisis. Perceptions about SAT and NAEP scores, the employees needed for industry, and the comparisons of American students to students of other countries are analyzed. Financial irregularities, unsafe facilities, and unimpressive or debatable results in charter schools are depicted. The inherent inequities of voucher systems are described at length. (Contains 307 references.) (RKJ)

ED 464 417 EA 031 655

LaMorte, Michael W.
School Law: Cases and Concepts. Seventh Edition.
PUB DATE- 02
NOTE- 486p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Civil Liberties; Constitutional Law; *Court Litigation; Due Process; Educational Finance; Elementary Secondary Education; Federal Government; Federal Legislation; Governance; Legal Problems; *Legal Responsibility; *Public Schools; School Desegregation; *School Law; State Church Separation; State Government; Student Rights; Teacher Rights

This book examines the sizable body of school law that outlines legally defensible decisions. A substantial part of it contains edited, reported, and verbatim decisions. Historical perspective is provided, as well as specific case and statutory law. Chapter 1 discusses sources of law for educators, state school board policies, attorneys-general opinions, and local school board policies. Chapter 2 examines the extent of a state's and local school system's authority. Chapter 3 considers student interests, including freedom of expression, discipline, privacy, appearance, pregnancy, and marriage. Chapter 4 examines teacher-related issues including nonrenewal and dismissal, freedom of expression, academic freedom, protesting, teacher bargaining, and political activities. Chapter 5 provides historical perspective for the issues of desegregation. Chapter 6 addresses the legal status of individuals with disabilities. Chapter 7 provides a historical perspective for legal attacks on the financing and adequacy of state school-finance plans. Chapter 8 addresses the extent of a school districts' liability for damages. Appendices provide additional information enabling the reader to analyze court decisions, engage in legal research, or find educational law material on the Internet. Relevant sections of the U. S. Constitution and amendments, edited federal statutes significant to educators, and a glossary are also provided. (RKJ)

ED 464 418 EA 031 656

Essex, Nathan L.
School Law and the Public Schools: A Practical Guide for Educational Leaders. Second Edition.
PUB DATE- 02

disabilities, the Individualized Family Service Plan, and kinds of services available; (2) making a referral and screening for disabilities; (3) assessments, evaluation results, and qualifying for services; (4) the Individualized Family Service Plan meetings, plan development, required components, and transition planning; (5) family rights under the law and procedural safeguards; (6) resolving differences with school personnel, mediation, and due process hearings; and (7) statewide requirements under the Individuals with Disabilities Education Act and other laws addressing individuals with disabilities. Appendices include acronyms parents may need to know, a list of relevant terms, suggested readings, Minnesota special education rules, and a list of Parent Training and Information Centers and Community Parent Resource Centers. (CR)

ED 464 437 EC 308 939

Sandall, Susan R.; Schwartz, Ilene S.
Building Blocks for Teaching Preschoolers with Special Needs.
PUB DATE- 02
NOTE- 214p.; Written with Gail E. Joseph, Hsin-Ying Chou, Eva M. Horn, Joan Lieber, Samuel L. Odom, and Ruth Wolery. "Based on research conducted through the Early Childhood Research Institute on Inclusion (ECRII) supported by grant #HO242K4004 from the U.S. Department of Education, Office of Special Education programs."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Accommodations (Disabilities); Access to Education; Behavior Modification; *Classroom Techniques; *Disabilities; Emergent Literacy; Friendship; *Inclusive Schools; Interprofessional Relationship; Parent Teacher Cooperation; Preschool Children; Preschool Education; Social Development; *Student Participation; Teaching Methods; *Teaching Models; Teamwork

This book presents a model for addressing the needs of young students with disabilities in inclusive general education preschools. Teachers can use the Building Blocks model to match an individual child's goals and objectives with appropriate teaching methods and materials, decide what amount of help or assistance is needed by the child, provide this assistance, and determine whether the assistance was helpful. The book stresses the importance of a high-quality early childhood education environment and the need for collaboration among professionals and families. Following introductory materials, Section 1 discusses keys to collaboration among professionals and between educators and parents. Team strategies are provided, as well as information on how to structure a meeting and problem solving. Procedures for using the Building Blocks model in preschool classrooms are explained. Section 2 presents curriculum modifications to facilitate or maximize a child's participation. Modifications are presented by type and by activity. Information is also provided on embedded learning opportunities and child-focused instructional strategies. Section 3 addresses the following four topics: independent classroom behavior, developmentally appropriate classroom behavior, emergent literacy, and friendships and social relationships. Appendices include blank forms and a list of suggested readings. (Contains 38 references.) (CR)

NOTE- 46p.; For the January 2001 report, see ED 461 951.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Accountability; Conflict Resolution; *Disabilities; *Educational Finance; Elementary Secondary Education; *Gifted; Performance Factors; Self Evaluation (Groups); *Special Education; State Departments of Education; State Standards; Student Educational Objectives; Talent
IDENTIFIERS- *Idaho

This report provides information on activities during the 2000-2001 school year involving exceptional students in Idaho. Highlighted are the use of performance goals in key areas and results of an extensive self-assessment of early intervention services and special education services. Data are presented separately for students with disabilities and those who are gifted and talented. For students with disabilities, the report presents: (1) State Department of Education accomplishments; (2) results for students with disabilities (accomplishments, over-representation of minorities, long-term suspensions and expulsions, and post-school outcomes); (3) school district programs and services; (4) resolving special education disputes; (5) special education funding; and (6) unmet needs. For gifted and talented students the report addresses: (1) State Department of Education accomplishments; (2) school district programs and services; (3) funding; and (4) unmet needs. Four appendices list special education funding by district, the number of students served by district, training and personnel expenditures by district, and gifted/talented students and expenditures by district. (DB)

ED 464 457 EC 308 969

Informed Consumer Guide to Information on Funding Assistive Technology.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 16p.; ABLEDATA is operated by Macro International.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Assistive Technology; *Consumer Education; *Disabilities; *Financial Support; *Rehabilitation; State Programs; *Technology

This directory lists sources for the funding of assistive technology for people with disabilities. Introductory information urges determination of what assistive technology is needed and the gathering of all necessary information (such as primary and secondary disabilities, employment history, income and expenses, and health insurance) prior to contacting a funding source or preparing a justification statement. Sources of funding are listed by state within the following broad categories: state technology assistance projects, state protection and advocacy agencies, and other sources of information (brief descriptions of 17 print sources). Usually provided for each listing are: organization name, address, phone numbers (voice, TTY, and fax), email, and Web site. (Contains 17 references.) (DB)

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Measurement; *Measurement Techniques; School Buildings; *School Space; Space Classification; Space Utilization
IDENTIFIERS- *Local Education Authorities (United Kingdom)

Explaining that the capacity of a school is the number of pupil places it can accommodate, this guide for Local Education Authorities (LEAs) describes the British government's method of assessing the "net capacity" of schools, which will be used as the measure of the capacity of all maintained, mainstream schools in England from June 2002. The guide's introduction addresses the purpose of net capacity, the schools to which net capacity applies, how net capacity is assessed, and LEA responsibilities. Contents are: Part 1, "Background," discussing why net capacity has been introduced and the increased area standards; Part 2, "How the Net Capacity Method Works"; Part 3, "What Needs To Be Measured"; Part 4, "Measured but Excluded Areas"; and Part 5, "Using the Net Capacity Assessment Forms." (An appendix contains definitions of types of spaces.) (EV)

ED 464 478 EF 006 096

Szuberla, Charles; VanDeventer, Susan; Cunningham, Deborah; Thurnau, Carl
School District Responses to Building Aid Incentives. Research Monograph.
PUB DATE- 02
NOTE- 27p.; Produced by the State Aid Work Group; Facilities, Management, and Information Services; and Fiscal Analysis and Research Unit.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Government School Relationship; *Incentive Grants; School Buildings; *School Construction; School Districts; *State Aid; State Legislation
IDENTIFIERS- *New York

In recent years, New York State has encouraged school districts to ensure that their facilities are adequate to educate students by offering financial incentives through building aid formulas. In 1997, legislation was enacted to increase state support for school capital projects by restructuring building aid. The laws of 2000 and 2001 further modified these incentives. This research monograph addresses the following objectives: (1) to explain the legal provisions that govern building aid (both before and after the incentives were in place), and in particular the leveraging effects created by the new legislation that enabled districts to receive increased state support for qualified building projects; (2) to examine the behavioral response of districts to those incentives by comparing data on school capital construction activity before and after the incentives went into effect, and the types of districts in which increased spending was most prevalent following the introduction of the incentives; (3) to offer hypotheses regarding the reasons for the relatively modest response of certain categories of districts to the incentives; and (4) to discuss the policy implications of the findings and offer suggestions for further research. (EV)

ED 464 479 EF 006 104

Nair, Prakash

Constructivism (Learning); Cultural Awareness; Experiential Learning; Higher Education; Information Technology; Second Language Learning; *Spanish; *Student Projects; Teaching Methods; *World Wide Web
IDENTIFIERS- Social Constructivism

Project-based learning can be used when creating simulated authentic cultural experiences via virtual trips on the World Wide Web. Project-based learning is a comprehensive, constructivist-based approach that engages students in the investigation of authentic problems. This paper focuses on the theoretical basis for project-based learning and describes an instructional model developed and employed by researchers at a large southwestern U.S. university. The model was put into practice with several Web-based Spanish language lessons for first-year Spanish students. Thousands of students engaged in virtual cultural experiences by taking a virtual vacation on the World Wide Web. Afterwards, students submitted enthusiastic comments (via student reflection forms) and described a variety of types of language and cultural learning experiences. Creative student products demonstrated their engagement in the lessons and their application of grammatical and lexical topics from the course. Extensive use of on-line language and cultural resources was also evident. Several challenges arose during the lessons (e.g., carrying out the constructivist-based elements, conducting formative assessment, and focusing on final products rather than processes). (Contains 34 references.) (SM)

ED 464 499   FL 027 260

Schwarzer, David; Luke, Chris
Inquiry Cycles in a Whole Language Foreign Language Class: Some Theoretical and Practical Insights.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Texas Foreign Language Education Conference (Austin, TX, March 23-24, 2001). For the complete journal issue, see FL 027 255.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Inquiry; Language Arts; Language Skills; Second Language Instruction; Second Language Learning; *Whole Language Approach

This paper explores inquiry cycles as an innovative curricular framework in whole language foreign language classes. Whole language is an educational philosophy that advocates and espouses student-centered, activity-based learning. The inquiry cycle is a holistic method of teaching based on a question or set of questions that students themselves choose to explore. This curricular model, initially developed for elementary monolingual classrooms, includes the following stages: building from the known, taking time to find questions for inquiry, gaining new perspectives, attending to difference, sharing what was learned, planning new inquiries, and taking thoughtful action. A number of different approaches for implementing inquiry cycles are explained, ranging from a full implementation to a partial implementation with curricular engagements only. The paper addresses a number of possible drawbacks to the technique and present adaptations for using inquiry cycles in foreign language settings, particularly the beginning levels of instruction. Practical implications are outlined for foreign language teachers interested in incorporating this approach into their practice. (Contains 40

Transitional National Development Trust.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adult Education; Beginning Reading; Blacks; *Drinking; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; Picture Books; Reading Instruction; Reading Skills; *Second Language Learning
IDENTIFIERS- South Africa

This book for beginning readers focuses on a South African woman named MaMkhize, who has no money to pay the rent or buy food because no matter how much she cries and pleads, her husband spends all the money on drinking at the "shebeen." She asks the "sangoma" for help. Together, they plan a clever trick to help stop her husband's drinking. The trick involves drugging his beer to make him sick, then explaining to him that the drinking is making him sick. A facilitator's guide presents information for teaching people who are learning to read for the first time or for people who are learning to read in a second language. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (SM)

ED 464 520 HE 034 204

Milam, John H., Jr.
Knowledge Management for Higher Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; Small font may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Administration; Cooperation; *Higher Education; *Organizational Development
IDENTIFIERS- ERIC Digests; *Knowledge Management

This digest describes the emerging study of Knowledge Management (KM), a field that has much to offer administrators in higher education. KM principles recognize that it is important for organizations to "know what they know." It is the organized complexity of collaborative work to share and use information across all aspects of an institution that marks the effective use of knowledge that KM tries to promote. Companies with a focus on KM pay close attention to issues of collaboration, organizational learning, best practices, workflow, intellectual property management, document management, customer-centric focus, and effective use of data. KM will enable colleges to increase student retention and graduation rates, retain a technology workforce, expand Web-based offerings, analyze the cost effective use of technology, and do other things necessary to compete in an environment where institutions cross state and national borders to meet students' needs. Leveraging knowledge capital, using stories in decision making, and becoming an "infomediary" are aspects of implementing KM. Some of the challenges in KM implementation are also outlined. (Contains 19 references.) (SLD)

ED 464 521 HE 034 205

Keup, Jennifer R.; Walker, Arianne A.; Astin, Helen S.; Lindholm, Jennifer A.
Organizational Culture and Institutional Transformation. ERIC Digest.

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Costs; Educational Change; Educational Finance; *Educational Quality; *Enrollment; *Equal Education; Foreign Countries; *Government Role; *Higher Education; Program Evaluation
IDENTIFIERS- *Brazil

Data from a variety of sources are used to describe the system of higher education in Brazil. Brazil has put significant resources into developing its system of higher education over the last decade, and a system has developed in which some institutions have achieved recognizable excellence while others struggle to provide relevant, quality education at a reasonable cost. Taken as a whole, the system has a number of problems to overcome. About 15% of the age cohort is enrolled in higher education, a figure that is quite low compared to other countries in the region. Cost per student in public institutions is on a par with countries that are members of the Organization for Economic Cooperation and Development, but educational quality is not, and access to education is limited in many regions. Until recently, federal policy toward higher education did not attempt to control costs or correlate funding to productivity. In general, the quality of instruction and the relevance of the curriculum are below desirable standards. The government has a three-pronged strategy that involves changing the legal framework for the higher education sector, changing the funding system for higher education, and improving the evaluation of performance by the sector and institutions. Many important changes to higher education are underway in Brazil, and the challenge is to focus attention on those that will promote the greatest progress in equitable access, quality, relevance, and efficiency. Six annexes (appendixes) contain reports and essays on Brazilian higher education, and there is an annotated bibliography of 14 sources. (Contains 17 tables, 12 graphs, and 4 boxes.) (SLD)

ED 464 542 HE 034 855

Salisbury, David F.; Maxfield, Richard; Miller, Maxwell A.; Bischoff, Jim
The Universal Tuition Tax Credit: Advancing Excellence through Parental Choice and Empowerment. A Sutherland Institute Policy Study.
PUB DATE- 99
NOTE- 82p.; Part of the "Focus on Utah" project.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Legal Problems; Parent Empowerment; *School Choice; *Tax Credits; *Tuition
IDENTIFIERS- *Utah

This study examined the possible benefits to Utah of a Universal Tuition Tax Credit (UTTC), a credit that would make it possible for parents, both low-income and moderate-income, to choose a nonpublic school for their child if they want to. The UTTC would have a positive effect on the per-student revenues available for public school systems as more parents would rely on nonpublic schools. It is projected that over 5 years, the UTTC would save $36 million in local property tax expenditures. The study began by considering why parental choice is an essential ingredient in school change and improvement, suggesting that only where consumer choice and competition

Funding Council for England as a basis for allocating resources. There are several elements in this tool. The first is analysis of existing quantitative indicators and the development of new quantitative measures of core, regionally oriented activities. The next step is benchmarking questions on aspects of institutional management and culture related to promoting regional engagement, and the final element consists of questions on the main themes of regional economic and social development. For each of these, good practice in support of regional processes is the benchmark to be attained. When HEIs do use this tool, it is up to them to decide how to follow up on the results and whether to make them available publicly. (SLD)

ED 464 563 HE 034 878

Responding to the Needs of Historically Black Colleges and Universities in the 21st Century. Hearing before the Subcommittee on Select Education of the Committee on Education and the Workforce. House of Representatives, One Hundred Seventh Congress, First Session (Oklahoma City, Oklahoma, April 23, 2001).
PUB DATE- 02
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Black Colleges; Black Students; Educational Finance; *Equal Education; Hearings; Higher Education; *Institutional Characteristics; Needs Assessment
IDENTIFIERS- Congress 107th

This hearing on responding to the needs of historically black colleges and universities was the first of a series aimed at learning about the issues these institutions face and the opportunities associated with historically black colleges and universities. The opening statement of Representative Peter Hoekstra is followed by these statements: (1) Representative J. C. Watts; (2) Henry Ponder, Chief Executive Office and President of the National Association for Equal Opportunity in Higher Education; (3) Ernest L. Holloway, President, Langston University; (4) Trudie Kibbe Reed, President, Philander Smith College; (5) Lawrence A. Davis, Jr., Chancellor, University of Arkansas at Pine Bluff; and (6) Joseph Simmons, Executive Vice President, Lincoln University. Appendixes contain the written statements of these witnesses. (SLD)

ED 464 564 HE 034 879

McGlynn, Angela Provitera
Successful Beginnings for College Teaching: Engaging Your Students from the First Day. Teaching Techniques/Strategies Series.
PUB DATE- 01
NOTE- 157p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *College Faculty; Higher Education; Motivation Techniques; *Teaching Methods

The first day of a college course is the most critical of the term, the day that sets the tone. This guide provides tools and strategies to get classes off on the right foot. The chapters

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; *Distance Education; Educational Change; *Educational Policy; Higher Education; World Wide Web

The purpose of this study was to compile and analyze the distance learning accreditation policies for higher education according to the six regional accreditation commissions. A self-report survey mailed to the directors of the six regional accrediting commissions was completed by all the commissions: (1) Southern Association of Colleges and Schools, Commission on Colleges; (2) New England Association of Schools and Colleges, Commission on Higher Education; (3) Northwest Association of Schools and Colleges, Commission on Colleges; (4) Western Association of Colleges, Association of Colleges; (5) Middle States Association of Colleges and Schools, Commission on Higher Education; and (6) North Central Association of Colleges and Schools, Commission on Institutions of Higher Learning. All the commissions rely on the Guidelines for Distance Education, an expansion of the Western Interstate Commission on Higher Education principles, as the base for their accreditation policies. Current distance education, responses make clear, is trying to adjust to the recent explosion of Web-based instruction. Commissions have set differing guidelines that contain differing degrees of detail. The largest gap in policy among the commissions currently is whether to accredit the distance programs within the normal institutional review, treat them as separate from usual accreditation processes, or combine the two approaches. All commissions agreed that distance education is expanding rapidly, and all agree that flexibility in policy is absolutely essential in adjusting to the constant growth of technology in education. Some recommendations are made for improving the accreditation of distance education programs. Three appendixes contain the survey and supporting materials used in the study. (Contains 25 references.) (SLD)

ED 464 586 HE 034 931

The California Postsecondary Education Commission's Public Agenda: Priorities for Action. Commission Report.
PUB DATE- 02
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agenda Setting; Data Analysis; Data Collection; Degrees (Academic); *Educational Attainment; *Educational Policy; Equal Education; *Higher Education; *Information Dissemination; Labor Force Development; Needs Assessment

This document is designed to address the educational needs of the growing and diverse California population. It outlines and describes the roles and responsibilities of the California Postsecondary Education Commission. In addition to recurring responsibilities related to data collection and reporting, information dissemination, and legislative requirements, the priority activities fall under four thematic areas identified by the Commission: (1) growth and access to educational opportunity; (2) preparation for a postsecondary degree; (3) baccalaureate degree attainment; and (4) workforce preparation and economic development. The document also outlines strategies for implementing the public agenda, beginning with using the Public Agenda document as the framework for policy, planning,

(3) Decide on instructional applications of technology; (4) Develop instructional models for the applications; (5) Develop an instructional management plan; (6) Plan hardware/software deployment; (7) Plan technical support; (8) Plan professional development; (9) Plan evaluation. For each step, this Technical Paper describes the key concepts and principles involved, and provides suggestions to help with planning. (AEF)

ED 464 606 IR 021 189

Foshay, Rob
Instructional Models: Four Ways To Integrate PLATO into the Curriculum. Technical Paper.
PUB DATE- 00
NOTE- 54p.; For "A Guide for Planning Technology Implementation," see IR 021 188. PLATO Learning, Inc. was formerly TRO Learning, Inc., Edina, MN.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Software; *Computer Uses in Education; *Courseware; Curriculum Development; *Educational Technology; Instructional Materials; Teaching Methods; *Teaching Models; Technology Integration
IDENTIFIERS- *Technology Implementation; *Technology Role

Any educational technology is only as good as the way it is used for learning. There are many different instructional models using many different types of software, and not all models are equally effective in meeting users' needs. This Technical Paper begins with an overview of ways computer technologies can be used in instruction, and groups them according to the role they play in instruction, as supplementary, complementary, and primary. Then four "generic" instructional models for PLATO R are presented: Review/Reinforcement (supplementary: software that adds little or no new content and parallels teaching already done in other modes); Enrichment/Exploration (complementary: software that adds new content to the curriculum, often in ways for which there is no non-computer alterative); Problem-Centered (complementary); and Skill Development System (primary: software that acts as the main source of initial teaching, as a replacement for non-electronic modes of instruction, often as a way of enabling the instructor to assume new "guide on the side" roles, or in distance education). For each of the four models, answers are included to six basic questions that address: the learning goal of the technology application; how to assign learners to use the technology; what the learner's role will be; what the instructor's role and program structure will be; how the resources will be managed; and how the learners will be assessed. At the end is a comparison chart highlighting the features of the four models. (AEF)

ED 464 607 IR 021 190

Foshay, Rob; McEvoy, Ellen; Graves, Mike; Park, Rosemarie
Teaching Reading with PLATO: An Overview of the New PLATO Reading Solution and How To Use It. Revised. Technical Paper.
PUB DATE- 00
NOTE- 69p.; PLATO Learning, Inc. was formerly TRO Learning, Inc., Edina, MN.
LANGUAGE- English

Phenomenology; Social Change; Socialization; *Teacher Student Relationship; *Technology Integration
IDENTIFIERS- *Cultural Change; Technology Utilization

Integrating instructional technology into educational practices involves manifesting and sustaining a culture. A process of socialization intercedes to bring about the assimilation of these novel educational approaches. Mentoring relationships are essential in fulfilling organizational objectives related to teaching in the 21st century. This paper presents ways of establishing and operating these interactions along with a phenomenological reflection of the experiential aspects of mentoring instructional technology. (Author/MES)

ED 464 628 IR 021 398

Clayton, Maria A.
Communities of Learners: Connecting Students To Maximize Learning.
PUB DATE- 02
NOTE- 12p.; In: Teaching, Learning, & Technology: The Connected Classroom. Proceedings of the Annual Mid-South Instructional Technology Conference (7th, Murfreesboro, TN, April 7-9, 2002); see IR 021 870.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Mediated Communication; *Computer Uses in Education; *Educational Technology; English Instruction; Higher Education; *Instructional Design; *Interaction; Outcomes of Education; Questionnaires; Student Attrition; Student Surveys; *Technology Integration; World Wide Web
IDENTIFIERS- Learning Communities; Technology Utilization; *Web Based Instruction

Faculty engaged in instruction integrating the World Wide Web continue to invest time to adapt different technologies towards meeting the mandate of increased interactivity. This paper reports on what the results of these efforts show and what the payoff is for the investment of time. The results of an informal survey of students in Web-based English classes at Middle Tennessee University are reported. Findings showed primarily positive and encouraging feedback on the effects of interactivity. Faculty and administrator concerns about course completion for Web-based courses are discussed. Student outcomes are also addressed. A copy of the student questionnaire is appended. (MES)

ED 464 629 IR 021 399

Wooster, Donna
Using Web-Based Supports To Transition Students to Professional Roles.
PUB DATE- 02
NOTE- 18p.; In: Teaching, Learning, & Technology: The Connected Classroom. Proceedings of the Annual Mid-South Instructional Technology Conference (7th, Murfreesboro, TN, April 7-9, 2002); see IR 021 870.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Uses in Education; *Education Work Relationship; *Field Experience Programs; Higher Education; Instructional Design; Occupational

DESCRIPTORS- Adolescents; Children; Elementary Secondary Education; *Information Literacy; Information Skills; *Instructional Development; *Internet; *Library Services; *Public Libraries; Reading Programs; *School Libraries; Summer Programs; User Needs (Information); Users (Information)
IDENTIFIERS- *Web Sites

This guide provides examples of how youth service librarians in school and public libraries have responded to their patrons' interest in and need to know about the Internet. Chapter 1, "Instructional Programs," presents creative programs and Web sites that public libraries have developed to teach children and their parents about the Internet and how to use it. Chapter 2, "Curriculum-Related Programs," describes interesting programs and Web sites developed by youth service librarians in school and public libraries for teaching children effective searching skills, as well as Web sites that librarians have developed to support curriculum-related research units. Chapter 3, "Summer Reading Programs," profiles some of the Web sites and methods librarians have created to enhance traditional summer reading programs for young people. Chapter 4, "Recreational Programs," describes resourceful programs and Web sites that youth service librarians have developed that enable young people to use the Internet for creative expression or recreational exploration. Chapter 5, "The Youth Cybrarian's Source Box," suggests Web sites that provide helpful tools to use when teaching young people how to use the Web. Includes a glossary and an index. (Contains 53 notes and references.) (MES)

ED 464 649   IR 058 463

Breedlove, Elizabeth A., Ed.
New Jersey State Library Technology Plan, 1999-2001.
PUB DATE- 99
NOTE- 30p.; Prepared by the Staff of the New Jersey State Library.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Information Technology; *Library Planning; *Library Services; Program Development; Public Libraries; State Government; *State Libraries; Strategic Planning
IDENTIFIERS- *New Jersey; Technology Plans

This document represents the New Jersey State Library Technology Plan for 1999-2001. Contents include: the mission statement; technology planning process of the Technology Committee (convened by the State Library); specific goals of the Technology Plan 1999-2001; technology assumptions for the operational library and statewide library services; goals statements for the operational library and statewide services; library services currently offered which utilize technology, including the State Government Information Services (SGIS), the Library Development Bureau (LDB), the Library for the Blind and Handicapped (LBH), and Information Technology (IT); staff technological expertise of the LDB, LBH, IT, and Technology and Customer Committee; staff and patron training to make effective use of technology-based library services; equipment and services currently available to provide technology-based library services (for the State Library and LBH); cabling and electrical support for technology-based library services (State Library and LBH); funding available for technology-based library services; technology-based services that will be offered in years 1999-2001; staff and patron training required to make effective use of new or expanded technology-based library services that will be implemented in the next three

Opportunities for Excellence in the Classroom, discussing professionalism in establishing a learning environment and professionalism in designing learning activities; (4) Opportunities for Excellence beyond the Classroom, which covers professionalism through independent enrichment, within the department, across campus, in the community, and in the mathematics education community; (5) Professionalism and Its Rewards, which explores contributions to student success and to community progress; and (6) an appendix, which includes personal reflections and information about the author. The publication also offers statements from Teaching Excellence Awards winners. (NB)

ED 464 669 JC 020 360

Coyote Community College Case Study.
PUB DATE- 00
NOTE- 79p.; Study based on a fictitious college.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Rating; *Awards; *Case Studies; Community Colleges; *Evaluation Criteria; *Guidelines; Institutes (Training Programs); Models; *Performance; Professional Recognition; Qualitative Research; Recognition (Achievement); Self Evaluation (Groups); Theory Practice Relationship; Two Year Colleges
IDENTIFIERS- *Malcolm Baldrige National Quality Award

The Malcolm Baldrige National Quality Award (MBNQA) was created in 1987 to foster the success of the Baldrige National Quality Program. The award program, sponsored by the United States Department of Education, is a public-private partnership dedicated to improving national competitiveness. The National Institute of Standards and Technology (NIST), an agency of the Department's Technology Administration, manages the Baldrige Program. In 1998, the U.S. President and Congress approved legislation that made education and health care organizations eligible to participate in the award program. This paper offers a case study of the fictitious Coyote Community College. This case study is used in the NBMQA Examiner Preparation Course. Case study materials are also used by state and local award programs across the United States, and in the internal awards programs of many institutions. This study includes the fictitious college's mission, vision, and values, as well as tables and figures that present student demographics, operating structure, curriculum design, action plans, and performance results. The case study and information regarding self-assessment, award criteria, the application process, and award winners are available on the NIST Web site at http://www.quality.nist.gov. (NB)

ED 464 670 JC 020 361

Bailey, Thomas; Weininger, Elliot
Performance, Graduation, and Transfer of Immigrants and Natives in City University of New York Community Colleges. Working Paper.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, NY.
PUB DATE- 00
NOTE- 36p.; Paper presented at "New Immigrants in New York: Incorporation of Recent Immigrants in New York City," New School University (New York, NY, December 8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

countries. (Author/KP)

ED 464 689 JC 020 391

Fowler-Hill, Sandra A.
Full-Time Faculty Recruitment and Selection Strategies Practiced by Learning-Centered Community Colleges.
PUB DATE- 02
NOTE- 11p.; Paper presented at the International Academic Chair Conference (Kansas City, MO, February 28, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; *Community Colleges; *Curriculum Development; Educational Assessment; Educational Objectives; *Faculty Development; Program Implementation; Two Year Colleges

This report presents the results of a study of faculty recruitment and selection strategies used by self-reported learning-centered community colleges during the 1998-1999 academic year. The study examined six key principles of a learning college: (1) creates substantive change in learners; (2) engages students as partners in learning; (3) offers different learning options; (4) assists students through collaborative learning activities; (5) defines roles of instructors by needs of learners; and (6) documents improved learning. Eighteen learning-centered community colleges were selected for the study. Results indicated that learning-centered colleges: (1) include learning-centered questions in their interview processes; (2) ask candidates for examples of learning-centered practices and expectations; (3) incorporate learning into the college mission, vision, and core values; (4) are committed to professional development of staff to strengthen instructional skills; (5) use learning-centered language in position descriptions and advertisements; and (6) struggle to recruit minorities and fill high-tech positions, much like other community colleges. This report includes recommendations for future hiring practices, such as developing an assessment process that provides timely feedback to all applicants and establishing clear policies for recruitment. (Contains 29 references.) (MKF)

ED 464 690 JC 020 392

Sevastopoulos, Julie; Bruni, Peter
WebReady: Essential Skills for Taking Internet-Based Classes.
PUB DATE- 02
NOTE- 7p.; Paper presented at the Annual TechEd Conference (Long Beach, CA, February 25-27, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Computer Uses in Education; *Educational Technology; Electronic Mail; Information Networks; *Online Courses; *Skill Development; Student Attitudes; Two Year Colleges; *World Wide Web
IDENTIFIERS- College of San Mateo CA

This document is a report on WebReady, an online program that provides students with the essential skills needed to function effectively in Internet-based classes. The WebReady program consists of seven interactive lessons that instruct students on how to: (1) use the full capabilities of the Web browser; (2) perform critical searches on the Internet; (3) send and receive

Education; *Educational Technology; Foreign Countries; *Portfolio Assessment; *Portfolios (Background Materials); *Primary Education; *Student Evaluation; Theories; World Wide Web

IDENTIFIERS- Electronic Portfolios; Finland

This action research study developed, explored, and analyzed the use of digital portfolios as a multiperspective ecological assessment method in primary education learning environments in Finland. Participating in the study were kindergarten and primary school teachers who were challenged and encouraged to utilize networking and digital portfolios shared on the web to display, assess, and develop pedagogical practices and meaningful experiences in kindergartens and primary schools. A series of action research projects continued the focus on exploring the applicability of portfolio assessment in various learning environments and for the needs of diverse learners. Findings indicated that sufficient access to computers, peripherals, and information networks was necessary for sustainable digital portfolio development. However, it was more essential to have enthusiasm, a need for experimenting with new things, and a genuine desire to learn than to have access to the latest applications in information and communication technologies (ICT). The most central issues for the sustainable use and development of portfolios proved to be the definition of purposes for digital portfolios, consideration of the context and meaning of the institutional culture, provision of support for teachers, development of user-friendly technological tools, collaboration in the portfolio design and implementation, and reflection on ethical issues. Three case studies illuminate the varied ecologies and processes of portfolio development and identify the main content areas in the display of childhood learning environments. Appended are: (1) list of articles previously written on portfolio assessment; (2) content of questionnaires; (3) Web application for digital portfolio development; (4) description of data analysis; and (5) list of portfolio constructors in the study. (Contains 317 references.) (Author/KB)

ED 464 709 PS 030 308

Knitzer, Jane

Learning from Starting Points: Findings from the Starting Points Assessment Project.

SPONS. AGENCY- Ford Foundation, New York, NY.; Carnegie Corp. of New York, NY.

PUB DATE- 01

NOTE- 40p.; Prepared with assistance of Fida Adely. For 1998 edition, see ED 435 448.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Child Advocacy; *Child Welfare; *Community Programs; Program Descriptions; *Program Development; *Program Evaluation; Social Services; Young Children

IDENTIFIERS- Carnegie Corporation; Family Resource and Support Programs; Family Support; Learning Systems; Program Characteristics; Program Review

In 1994, the Carnegie Corporation called for an action agenda to promote responsible parenthood, guarantee quality child care choice, ensure good health and protection, and mobilize communities to support young children and families. In 1996, the Corporation created the Starting Points grant program to encourage states and communities to address the challenges posed by its earlier report. In 1999, the National Center for

help girls begin to unlock their futures, no matter what their aspirations. It also discusses how to know oneself, set goals, and move ahead. An index is provided. (YLB)

ED 464 218 CE 083 137

Caffarella, Rosemary S.
Planning Programs for Adult Learners: A Practical Guide for Educators, Trainers, and Staff Developers. Second Edition. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 02
NOTE- 403p.; Foreword by Malcolm S. Knowles. For the first edition, see ED 375 271.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; *Adult Programs; *Job Training; Models; Program Design; *Program Development; Program Evaluation; Program Implementation; *Staff Development; Training; Transfer of Training

This how-to guide and resource book is designed to help in planning educational and training programs for adults in settings from the corporate sector to educational organizations. Chapters 1-3 lay the groundwork for the rest of the guide by introducing the 12-component Interactive Model of Program Planning. Chapter 1 describes adult programs and discusses planners, sponsors, purposes, outcomes, and program planning models. Chapter 2 presents an overview of the model, basic assumptions on which it rests, its sources, and users. Chapter 3 addresses using the model: identifying personal beliefs about program planning, developing upfront parameters, determining which model components and tasks to use, and using technology in program planning. Chapters 4 through 15 each explain one model component and give practical tips and ideas related to concrete tasks within the component. These are the model components: discern the context; build a solid base of support; identify program ideas; sort and prioritize program ideas; develop program objectives; design instructional plans; devise transfer-of-learning plans; formulate evaluation plans; make recommendations and communicate results; select formats, schedules, and staff needs; prepare budgets and marketing plans; and coordinate facilities and on-site events. Each chapter concludes with highlights and application exercises. Chapter 16 revisits the model. Appendixes include 301 references and an index. Contains 9 figures, 40 exercises, and 73 exhibits.) (YLB)

ED 464 219 CE 083 138

Ravenhall, Mark; Merrifield, Juliet; Gardener, Sue
Fit for Purpose: Self-Assessment for Small Providers.
SPONS. AGENCY- Department for Education and Skills, London (England).
PUB DATE- 02
NOTE- 54p.; Part of the Adult and Community Learning Quality Support Programme.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Learning" (Peter J. Dirr) reports on new virtual education institutions, consortia of institutions, commercial initiatives, and government-education alliances. "Quality Assurance" (Andrea Hope) explains the need for quality assurance in online education and ways of providing it. "Issues and Choices" (Glen Farrell) explores forces driving and constraining virtual education and myths, opportunities and risks of virtual education. (Some papers contain substantial bibliographies.) (MN)

ED 464 237 CE 083 195

Williams, Roy
Diffusion of Appropriate Educational Technology in Open & Distance Learning in Developing Commonwealth Countries. Final Project Report.
PUB DATE- 00
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adoption (Ideas); Adult Education; Appropriate Technology; Attitude Change; Case Studies; Change Agents; *Change Strategies; *Computer Uses in Education; Delivery Systems; *Developing Nations; Diffusion (Communication); *Distance Education; Educational Attitudes; Educational Change; Educational Needs; Educational Policy; Educational Technology; Field Studies; Foreign Countries; Information Technology; Internet; Linking Agents; Literature Reviews; *Open Education; Policy Formation; Postsecondary Education; Program Development; Program Effectiveness; Research Utilization; Science and Society; Shared Resources and Services; Strategic Planning; Synthesis; Technological Advancement; Technology Pla Africa; Asia; Caribbean; Commonwealth of Nations; Impact Studies; Information Society; Pacific Islands
IDENTIFIERS- Africa; Asia; Caribbean; Commonwealth of Nations; Impact Studies; Information Society; Pacific Islands

The Diffusion of Appropriate Educational Technology in Open and Distance Learning in Developing Countries project was designed to determine awareness and use of educational technologies and communications media in developing countries, to identify factors constraining wider use of educational technologies by developing nations, and to explore possible solutions to the problem. The project consisted of the following phases: (1) a literature search and document review; (2) surveys and in-country research of selected programs and institutions; and (3) field study trials in eight countries in Africa, Asia, the Caribbean, and the Pacific. The following were among the factors constraining wider use of educational technology: lack of skilled personnel, data transmission lines, and Internet service providers; lack of policy and coordination; high costs of technology; and inadequate demonstration of courseware's pedagogical value. The field trials demonstrated the following things: (1) training in new systems is essential for their use; (2) users who are informed of the benefits of change are more likely to consider it seriously and support its adoption; and (3) change requires policy and vision. The study yielded specific recommendations regarding the following areas: strategic policy and planning; research and knowledge bases; and developing and demonstrating new approaches and models and offering training to support them. (MN)

ED 464 238 CE 083 196

adequate measures for evaluating state performance in moving TANF recipients into employment. The current work requirements for TANF recipients illustrate three different options available to states. The National Evaluation of Welfare-to-Work Strategies provides a research perspective on work requirements. In addition, various organizations representing a wide range of political interests have forwarded positions, recommendations, and proposals addressing work requirements and TANF reauthorization. Those organizations include the American Federation of Labor-Congress of Industrial Organizations, American Public Human Services Association, the Center for Law and Social Policy, and the Committee for Economic Development. (MN)

ED 464 255 CE 083 220

Best Program Practices.
SPONS. AGENCY- Human Resources Development Canada, Hull (Quebec). National Literacy Secretariat.
PUB DATE- 00
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; Accountability; Adult Basic Education; *Adult Literacy; Cooperative Planning; Definitions; Delivery Systems; Educational Finance; Educational Objectives; Educational Planning; *Educational Practices; *Educational Quality; Equal Education; Financial Support; Foreign Countries; Glossaries; *Literacy Education; Partnerships in Education; Professional Development; Program Administration; Program Evaluation; Questionnaires; *Self Evaluation (Groups); Standard Setting; Student Attitudes; Student Centered Curriculum; Student Evaluation; Student Surveys; Teacher Attitudes; Teacher Surveys; Tutors
IDENTIFIERS- *Reflective Practice; *Saskatchewan

This document, which is intended for use by adult literacy programs in Saskatchewan, Canada, consists of three questionnaires. The questionnaires were developed under the guidance of Saskatchewan's 11-member Good Practice Task Force to give adult literacy programs an opportunity to reflect on their current initiatives, identify their strengths, and plan further improvements. The program questionnaire is to be completed by program staff, board, and/or advisory committee members. It contains questions devoted to program details and 13 areas for which the Good Practice Task Force developed standards to serve as guidelines for development of a uniquely Saskatchewan-based model for literacy and literacy activities and programs to meet a broad range of literacy needs and realities. The 13 areas are as follows: assessment; community-based programming; equity and diversity; partnerships and participation; learner-centered programming; planning and evaluation; content and delivery; ongoing funding; program administration; professional development; mission statements; support services; and program accountability. The questionnaires for volunteer tutors and adult learners within the program each contain questions pertaining to those quality standards that are directly relevant to tutors and learners. A 17-item glossary is provided. Appendixes present an alphabetical listing of the 13 standards and a map detailing the locations of the Best Practices Committee members. (MN) be a global community in which the emphasis will be on the health and wholeness of all persons in society; the foundations will be spiritual; the methodology will be technological, utilizing the techniques of virtual reality; organizations will change in structure and ideology; and the leadership will be synergistic. (Contains 10 references.) (GCP)

ED 464 273   CG 031 693

Anderson, Ron
Counselors and the Community.
PUB DATE- 02
NOTE- 11p.; In: Building Stronger School Counseling Programs: Bringing Futuristic Approaches into the Present; see CG 031 688.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; *Community Involvement; *Counselor Role; Elementary Secondary Education; *Guidance Programs; Models; *School Counseling; School Counselors; School Role; Student Needs

Over the last quarter of the 20th century, the counselor role moved substantially from one that focused primarily on remediation to one that focused on prevention. This chapter discusses the possible move toward a third role shift focusing on a developmental framework. The shift to this developmental focus rests on the premise that counselors need to provide emotional and social support so that all children succeed. The community involvement model for developmental guidance is included as a model for mobilizing a community effort to meet the developmental needs of children. The role changes necessary for schools and school counselors based on this model are highlighted. (GCP)

ED 464 274   CG 031 694

Ammon, Tina K.
Taking Comprehensive Competency-Based Guidance to Business and Industry.
PUB DATE- 02
NOTE- 18p.; In: Building Stronger School Counseling Programs: Bringing Futuristic Approaches into the Present; see CG 031 688.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business; *Career Counseling; Career Guidance; *Comprehensive Guidance; Counselor Role; Elementary Secondary Education; Industry; *School Business Relationship; *School Counseling

This chapter discusses the successful implementation of the Arizona Comprehensive Competency-Based Guidance program model, and how lessons learned from this project can be applied to business and industry settings. Also discussed is the Career Decidedness Study, developed to improve counseling skills and the services offered to employees seeking career counseling at the Motorola Mesa Career Management Center. The salient points of these projects and their implications for career guidance in 2021 are discussed. The importance of keeping business and industry as counseling partners is highlighted, as well as the importance of educators and counselors remaining the providers of career and educational competencies and the experts in educational direction. (Contains 11 references.) (GCP)

of the Committee on Education and the Workforce. House of Representatives, One Hundred Sixth Congress, First Session (Washington, DC, March 25, 1999).
PUB DATE- 99
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Children; *Crime Prevention; Delinquency; *Delinquency Prevention; Federal Legislation; *Federal Programs; *Government Role; Hearings; Homeless People; *Prevention; Program Descriptions; Runaways; Violence; *Youth Problems
IDENTIFIERS- Congress 106th; *Juvenile Crime; *Juvenile Justice Delinquency Prevention Act 1974

This hearing on the Juvenile Crime Control and Delinquency Prevention Act (H.R. 1150) presents testimonies from individuals who administer the key federal programs that address problems of juvenile delinquency and runaway and homeless youth. As the committee looks toward reauthorizing the Juvenile Justice Act, it is suggested that the act needs a stronger emphasis on its protection and prevention focuses, as presented in H.R. 1150. Testimony is presented by Shay Bilchik, Office of Juvenile Justice and Delinquency Prevention, and Patricia Montoya, Commissioner of the Administrator on Children, Youth, and Families. An appendix contains the prepared statements of the witnesses. (GCP)

ED 464 297 CG 031 722

Staley, Wanda L.
Divorce Aftermath: Empowering Parents...Easing the Pain.
PUB DATE- 02
NOTE- 23p.; Paper presented at the Annual Meeting of the Kentucky Association for Marriage and Family Therapy (Louisville, KY, February 21, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Techniques; *Divorce; *Emotional Adjustment; *Family Counseling; Family Problems; Family Relationship; *Parent Child Relationship; Parent Empowerment; Parenting Skills
IDENTIFIERS- *Divorce Effects

The increase in divorce rates following the American adoption of no-fault divorce is correlated with radical changes in the lives of many parents and children. However, the dissolution of a marriage does not mean the end of a family. Family ties are forever, and family therapists can assist by easing the pain of divorce and empowering parents to be proactive and to ensure that their children experience a healthy adaptation to divorce. The authors suggest some research-based strategies and therapeutic techniques to help parents develop self-care and child-care skills. (Contains 21 references.) (Author/GCP)

ED 464 298 CG 031 724

Toward Enhancing Resource Center Collaboration. A Center Report.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.

strategies that will allow them to feel comfortable participating in text-based social interactions. One effective method is to pair students during the first unit of the class. An activity used frequently is to have student pairs "interview" each other and then post an introduction of their partner to the class. In a collaborative classroom, teacher and students share in both the teaching and the learning. The teacher provides guidelines for each discussion by designing activities that include problem solving, case studies, brainstorming, group activities, etc., and he/she maintains responsibility for guiding discussions and keeping students on track. When discussions stall, strategies such as brainstorming activities, opinion polling, debates, synchronous meetings, guest speakers, student moderators, and journal writing can jump-start them. Stages in CMC (computer mediated communication) evidenced in online classes include, in part, socialization, exchange of information, construction of knowledge, and development/application of knowledge. Each stage requires specific CMC skills, all of which necessitate specific instruction by an experienced online teacher. (NKA)

ED 464 320 CS 510 768

Adler-Kassner, Linda
Developing an Activist Writing Program: Possibilities and Challenges.
PUB DATE- 02
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Activism; Higher Education; Models; Program Administration; Program Development; Service Learning; *Student Participation; *Writing Instruction
IDENTIFIERS- Eastern Michigan University; *Purpose (Composition); Teaching Perspectives; Writing Contexts

This paper poses the question of whether it is possible to teach writing (or work with teachers teaching writing) so that public perceptions of students, and of writing, change. The paper elaborates on the question--Is it possible to: (1) use writing as a way to eradicate deficit-based notions of students and their abilities; and (2) use writing to change public perceptions of the purpose of "writing" and of education more generally? The paper's author states that these questions permeate her teaching and suffuse her work as a writing program administrator (WPA) and contribute to what she thinks of as her role as the director of an "activist" writing program. The paper considers what an activist writing program is, explaining that, like service-learning programs, activist writing programs are concerned with participating in public discussion, but that, unlike service-learning, an activist program does not necessarily link its own interests to those of outside communities. It then discusses several models for activist writing programs. The paper concludes by describing Eastern Michigan University's Celebration of Student Writing--a kind of fair where students create projects based on their research work in a second-semester course and which culminates in a display of projects at the end of the term. (NKA)

ED 464 321 CS 510 777

*Females; Higher Education; Portfolios (Background Materials); *Service Learning; *Writing Instruction; Writing Research
IDENTIFIERS- Model Characteristics; Writing Contexts

"Writing the Community: Concepts and Models for Service-Learning in Composition" (1997, Adler-Kassner, et. al.) begins with calling the inclusion of service-learning curricula into college-level composition a "microrevolution" rather than a trend. However, a review of the service-learning composition literature illustrates that the discussion of community has been mostly absent from this "microrevolution." The central issue examined in this study is that no one can agree what is meant by the term community in service-learning writing endeavors. To address the issue, the research employs a case study of nine first-year college women and their professor involved in what Thomas Deans considers a "writing 'about' the community" service-learning composition course at a private east coast liberal arts college. Students are analyzed through their course portfolios and interviews to see how they conceptualize community in their service-learning site placements. Their professor's profile provides an understanding of how she conceives the term "community" in her classroom as an example of how other faculty can incorporate discussions of community into their service-learning courses. This paper provides a sketch of Parker Palmer's community models (marketing, civic, and therapeutic) by examining three of the original nine students in the study through the writing in their course portfolios. The paper concludes that just as compositionists have come to see writing as a process, those who employ service-learning in their writing courses will also see a process to how students negotiate through the models of community. (NKA)

ED 464 340 CS 510 946

Hea, Amy C. Kimme
Technology Programs or the Technologically Programmed? Hopes of Ending Decontextualized Techno Training.
PUB DATE- 02
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Cultural Context; Online Courses; *Teacher Role; *Technology Education; *Training; *World Wide Web; *Writing Instruction
IDENTIFIERS- *Decontextualization; Technology Integration

While computer composition scholars have contributed to the understanding of the integration of Web-based technologies and student responses to such integrations, more and continued research must focus on the composition instructor as critical agent in the Web-based classroom. This research call has been emphasized in the work of Cynthia Selfe and Gail Hawisher (1991), as they argue for educating both students and instructors to be critical users, producers, and critics of technology. This paper explores what it means to be a critical Web-based teacher. In particular, the paper explores how certain cultural narratives about the World Wide Web position instructors and students in the Web-based classroom. It discusses possible ways of developing critical Web-based teacher training to offer more support to instructors wanting to enact critical Web-based teaching. It focuses first on both

NOTE- 26p.; Paper presented at the Annual Meeting of the Central States Communication Association (Milwaukee, WI, April 3-7, 2002).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Careers; Discourse Analysis; Discourse Communities; Literature Reviews; *Organizational Communication; *Spirituality; *Theory Practice Relationship

IDENTIFIERS- Commonality; Sense Making Approach

In the midst of tragedy, humans reconsider what they value in life. This reassessment is not only cognitive, but also is embodied and spiritual. Given the terrorist attacks on September 11, 2001, and massive downsizings prior to (and after) this tragedy, many individuals in the United States have come to rethink their priorities in life. One site of struggle for reconceptualizing people's everyday lives as well as communication theory and practice is the nexus of spirituality and career discourses. This paper asks what happens when these discourses collide and how these questionings can assist organizational communication scholars in developing more humane theory and practice. The paper first discusses the discursive approach in organizational communication. Next, it interrogates discourses of spirituality and career to illuminate commonalities and contradictions that then can be used to create organizational communication theory and practice. The paper concludes that, through spirituality, individuals can transform the communicative processes in their workplace as well as address their ongoing needs for meaning. (Contains 63 references.) (NKA)

ED 464 360 CS 510 984

Reading & Accountability: Improving 21st Century Schools. Hearing before the Committee on Education and the Workforce. House of Representatives, One Hundred Seventh Congress, First Session (Marietta, Georgia, February 20, 2001).

PUB DATE- 02

NOTE- 88p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Accountability; *Educational Improvement; Elementary Secondary Education; Government Role; Hearings; Public Schools; *Reading Instruction

IDENTIFIERS- Congress 107th; House of Representatives; School Improvement Projects

A hearing, held in Marietta, Georgia, on February 20, 2001, before the Committee on Education and the Workforce, House of Representatives, 107th Congress, dealt with reading and accountability and improving 21st century schools. These proceedings of the hearing contain the following: Statement of Congressman Bob Barr, 7th District of Georgia, U.S. House of Representatives; Statement of Congressman Johnny Isakson, 6th District of Georgia, U.S. House of Representatives; Opening Statement of Chairman John Boehner, Committee on Education and the Workforce, U.S. House of Representatives; Opening Statement of Ranking Member George Miller, Committee on Education and the Workforce, U.S. House of Representatives; Statement of the Honorable Roy Barnes, Governor, State of Georgia; Statement of Linda Schrenko, Georgia State School Superintendent, Atlanta,

Teaching Methods; *Team Teaching

The purpose of this booklet is to provide strategies to help general and special education teachers, speech and language pathologists, school counselors, para-professionals, and administrators plan for and implement co-teaching during reading instruction in classrooms where a variety of learners are represented, including students with disabilities. The content of the booklet was influenced by current research on co-teaching and inclusion, a year-long sustained conversation with four co-teaching teams, and observations in over 70 co-teaching classrooms. Sections of the booklet address what co-teaching is; what collaboration is; the critical components of reading instruction during co-teaching; critical features of reading instruction during co-teaching; components of co-teaching during reading instruction; top 10 issues and possible solutions for co-teaching during reading instruction; what administrators can do to facilitate co-teaching; and how to get started with co-teaching. (Contains 25 references.) (RS)

ED 464 377 EA 031 421

Vincent, Carol
Including Parents? Education, Citizenship and Parental Agency. Inclusive Education.
SPONS. AGENCY- Nuffield Foundation, London (England).; Economic and Social Research Council, Lancaster (England).
PUB DATE- 00
NOTE- 177p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Citizen Participation; Citizenship; Elementary Secondary Education; Foreign Countries; *Foreign Nationals; *Parent Associations; *Parent Attitudes; *Parent Background; Parent Conferences; Parent Grievances; *Parent Participation; *Parenting Skills
IDENTIFIERS- United Kingdom

This book explores the themes of citizenship, participation, and collective action in relation to education in Britain. It illustrates ways in which social class, gender, and ethnicity affect parent participation. Chapter one discusses the parent as consumer, partner, and citizen. A focus on parents as citizens in Britain reveals passivity and inactivity. Parent groups or parent-centered organizations may offer a solution, providing arenas where people can formulate their own agendas and critiques. Chapter two notes that the normative concept of being a good parent has strong class and gender associations. Chapter three focuses on how special education advice centers can change from giving advice to solving problems. Chapter four deals with responses to a course on sensitive mothering. Chapter five contrasts two parent-run groups, a campaigning group and a self-help group. Chapter six considers how refugee and asylum-seeking families fare in a competitive and increasingly managerial educational system. Chapter seven considers the wider implications of the relation of parent-centered organizations to citizenship and public participation. Parent-centered organizations can inspire debates on educational issues, formulate discussion on issues normally overlooked, and counteract passivity by offering arenas in which parents can participate as citizens in shaping educational opportunities for all children. (Contains 310 references.) (RKJ)

ED 464 378 EA 031 422

Directories/Catalogs (132)
DESCRIPTORS- Elementary Secondary Education; Enrollment; Government Publications; *Public Agencies; *Public Schools; *School Districts; School Personnel; School Statistics; State Departments of Education
IDENTIFIERS- Grade Span Configuration

This directory lists all public elementary and secondary education agencies in the 50 states, the District of Columbia, five outlying areas, the Bureau of Indian Affairs, and the Department of Defense, as reported from the National Center for Education Statistics (NCES) Common Core of Data (CCD) Local Education Agency Universe data collection of spring 2000. In the introduction, several tables summarizing the file contents are provided. The seven types of agencies listed include regular school districts, supervisory union components, supervisory union administrative centers, regional educational service agencies, state-operated agencies, federally operated agencies, and other agencies that cannot be appropriately classified using another CCD designation. The directory provides up to 12 items of information for each public elementary and secondary agency listed: state, name of agency, mailing address, telephone number, name of county, metropolitan status code, grade span, total student membership, number of regular high school graduates for the 1998-99 school year, number of students with an individualized education program (IEP), number of teachers, and number of schools. An appendix provides state education agency addresses. (RT)

ED 464 397 EA 031 633

Finn, Chester E., Jr.; Amis, Kelly
Making It Count: A Guide to High-Impact Education Philanthropy.
PUB DATE- 01
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Philanthropic Foundations; *Private Financial Support

The level of philanthropic giving to K-12 education in the U.S. is at an all-time high, yet there are instances in which large amounts of money bestowed seem to have vanished into the system without leaving lasting footprints or a meaningful transformation. The aim of this guide is to provide practical advice for philanthropists who are tired of the status quo and want to have their donations make a difference for all children. The guide begins with an overview of American education today. Chapter one can be considered as a primer on what is and is not working by way of policy-driven reform and why private intervention is needed. In chapter two, theories of change embraced by education reformers are discussed, and explanations are given on why some theories work better than others. Chapter three details issues that every reform-minded philanthropist should ask him or herself before writing a check. Some philanthropists are profiled in chapter four to demonstrate how theories of change work in practice. Chapter five focuses on the authors' own work and insights. Chapter six suggests strategies for advancing education reform goals. (Contains 26 references.) (RT)

ED 464 398 EA 031 634

NOTE- 303p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Liberties; Constitutional Law; *Court Litigation; Elementary Secondary Education; Federal Legislation; *Legal Problems; *Legal Responsibility; *Public Schools; *School Law; State Government; State Legislation; Student Rights; Teacher Rights; *Violence

The goal of this book is to provide comprehensive and practical knowledge of relevant legal issues that affect the administration of public schools. It will allow educators to effectively perform their duties within the boundaries of constitutional, statutory, and case law. It is also designed to be easy to understand for those with little or no legal background. Selected court cases address issues most relevant to education. It includes recent landmark court decisions in areas such as religion, student rights, student and faculty disabilities, and classroom harassment. School violence is discussed comprehensively. The book begins with an index of major legal issues related to relevant issues, allowing the reader to ascertain the legal sources of authority related to those particular topics. Educational leaders are provided with pertinent information to direct their day-to-day decisions. The primary focus is not on state law since this varies from state to state. Appendices include constitutional provisions, selected and annotated federal statutes, and an abbreviated glossary. It will enable educators to perform their legal duties and to meet the requirements of reasonableness as they move their organizations toward their goals. (Contains 279 references.) (RKJ)

ED 464 419 EA 031 657

Owens, Robert G.
Organizational Behavior in Education: Instructional Leadership and School Reform. Seventh Edition.
PUB DATE- 01
NOTE- 445p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; *Educational Change; Educational Philosophy; Elementary Secondary Education; *Instructional Leadership; Intergroup Relations; *Interpersonal Competence; Interpersonal Relationship; *Organizational Theories; *School Organization; *School Restructuring
IDENTIFIERS- *Reform Efforts

This book concentrates on the connection between organizational behavior and the clamor for school reform, whether market-based, standards-based, or whole-school reform. It explains the great need for school leaders to develop a theory and practice that draws on what is known about organizational behavior in education. Educational leaders need a clear grasp of the practical realities of their work, their experience, and their personal view of the world in relation to organizations. They should understand why some may disagree with their interpretations of problems and solutions. The need for leaders

ED 464 438 EC 308 940

Possibilities: A Financial Resource Book for Parents of Children with Disabilities.
PUB DATE- 01
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Budgeting; Children; Debt (Financial); *Disabilities; *Estate Planning; Federal Aid; *Health Insurance; Health Maintenance Organizations; Home Management; Infants; *Money Management; Parent Education; Social Services; Toddlers; *Trusts (Financial)

This booklet on money management and financial resources is targeted to parents of a child under the age of 18 who has a disability. The guide outlines step-by-step financial management techniques and provides information on resources. Chapter 1 focuses on the need for parents to organize financial information. Parents are urged to keep their records in one place, make a spending plan, and learn ways to manage debt. Worksheets are provided for developing a spending plan. Chapter 2 discusses health, life, and disability insurance policies. Different types of medical coverage are explained and a chart is provided to help parents analyze their policies and learn about their benefits. Strategies for working with health care providers are given. This chapter also reviews rights under the Family and Medical Leave Act and the Americans with Disabilities Act, and provides information on lifetime maximums, the Consolidated Omnibus Budget Reconciliation Act (COBRA), and federal and state insurance programs. The issues of medial privacy are also discussed. Chapter 3 addresses planning for the future, retirement and savings programs, social security, employer plans, self-funded retirement plans, estate planning, the special needs trust, and conservatorship. The last chapter lists parent organizations and resource organizations. (CR)

ED 464 439 EC 308 941

Disability Awareness: A Guidebook for Families and Educators. Second Edition.
PUB DATE- 01
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Attention Deficit Disorders; Autism; Cerebral Palsy; Diabetes; *Disabilities; Elementary Secondary Education; *Etiology; Hearing Impairments; Learning Disabilities; Mental Retardation; Multiple Disabilities; *Peer Relationship; Physical Disabilities; *Simulation; Social Cognition; Special Health Problems; Speech Impairments; Student Characteristics; *Symptoms (Individual Disorders); *Teaching Methods; Visual Impairments
IDENTIFIERS- *Disability Awareness

This manual provides basic information for teachers and others

ED 464 458 EC 308 970

Hoffman, Catherine C.; Jackson, Stephanie; Osher, David
Safe Schools--Healthy Students: Putting Research Based Knowledge into Practice.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 5p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (13th, Tampa, FL, March 5-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; Elementary Secondary Education; Intervention; *Prevention; *Research Utilization; *School Safety; *Theory Practice Relationship; Violence

This brief paper summarizes findings from research on effective school practices that reduce violence and frequency of behavior problems. It finds that research on schools supports a comprehensive three-level approach to prevention as the most efficient and cost-effective way to reduce violence. Such an approach involves first, a schoolwide foundation that provides all students with necessary supports for learning and behavior; second, early intervention with specific students demonstrating behavior problems; and third, intensive interventions with students whose emotional and behavioral problems require it. The paper also offers guidelines for the creation of a schoolwide comprehensive violence prevention and response plan. (Contains 11 references.) (DB)

ED 464 459 EC 308 971

Atkins, Marc S.; Adil, Jaleel Abdul; Jackson, Maudette; McKay, Mary M.; Bell, Carl C.
An Ecological Model for School-Based Mental Health Services.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 5p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (13th, Tampa, FL, March 5-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ancillary School Services; *Behavior Disorders; Community Programs; Elementary Secondary Education; *Emotional Disturbances; Integrated Services; *Intervention; *Low Income Groups; *Mental Health Programs; Models; Parent Participation; Program Effectiveness; Urban Areas

This brief paper presents initial findings midway through the first year of implementing a school-based model of providing mental health services to children and families living in urban, low-income communities and provided by community-based mental health providers. The model emphasizes the central role of ecological factors in childhood conduct disorders and utilizes the school's unique opportunity to provide mental health promoting activities. Classrooms (n=17) were assigned to either the PALS (Positive Attitudes for Learning in School) intervention or as controls. Recruitment efforts resulted in 64

But Are They Learning? School Buildings--The Important Unasked Questions.
PUB DATE- 02
NOTE- 15p.; Based on a paper presented at the International Workshop on Educational Infrastructure (Guadalajara, Mexico, February 2002), and adapted for publication as a commentary in the April 3, 2002 issue of "Education Week."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Building Design; *Building Innovation; *Educational Facilities Design; Educational Facilities Planning; *Educational Improvement; Elementary Secondary Education; Flexible Facilities; Multipurpose Classrooms

This paper asserts that school buildings have been and continue to be places to warehouse children, and that new schools just do it in more comfortable settings. It suggests that an examination of the way most government agencies handle the business of school design and construction illustrates how the system is designed to systematically weed out any potential for a completely creative solution. The paper explains that although research is still sparse when it comes to evaluating the benefits of non-traditional learning spaces on learning outcomes, there is solid evidence that progressive methods of education do work when properly implemented, so it makes sense that school facility design should follow suit and support the new teaching and learning modalities. The paper describes some innovative ways and facilities for learner-centered schools: (1) learning studios instead of traditional classrooms; (2) kivas, atriums, and "learning streets" replace corridors; (3) project rooms for project-based learning; (4) from programmed rooms to resource areas; (5) multiage groupings; (6) learning outside school; (7) parent and community use; (8) teacher workrooms; (9) a place to think; (10) technology as liberator; and (11) living, not static, architecture. (Contains 13 references.) (EV)

ED 464 480 EF 006 114

School Science Facilities Planner.
PUB DATE- 02
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Building Plans; *Educational Facilities Design; Educational Facilities Planning; Elementary Secondary Education; Facility Requirements; Illustrations; Science Education; *Science Facilities

This publication is intended as a reference document for designers of public school facilities. Its purpose is to provide descriptions of school science programs and the facilities that can support them. It provides an initial understanding of the nature and purposes of instructional programs around which facility designs may evolve. Some aspects of all science programs and facilities which are similar in nature are described in the introductory portions of this guide. Subsequent sections focus on the peculiar requirements of individual courses or program areas. Sample floor plans references.) (Author/SM)

ED 464 500 FL 027 261

Salaberry, Rafael
Task-Sequencing in L2 Acquisition.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Texas Foreign Language Education Conference (Austin, TX, March 23-24, 2001). For the complete journal issue, see FL 027 255.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; Elementary Secondary Education; Higher Education; Interpersonal Communication; *Second Language Learning; *Task Analysis; *Teaching Methods
IDENTIFIERS- *Task Sequence

The meaning versus form (or fluency versus accuracy) debate is no longer a discriminating factor among teaching approaches because meaning and form are assumed to be essential for learning. A successful pedagogical task accomplishes two things: (1) focuses students' attention on the structure of the language by demonstrating that language form contributes to meaning; and (2) motivates learners to heighten the complexity of the linguistic means they use to accomplish task objectives. This paper argues that a successful task sequence leads learners to communicate with limited resources; become aware of apparent limitations in their knowledge about linguistic structures that are necessary to convey the message appropriately and accurately; and look for alternatives to overcome such limitations. The paper analyzes the above-mentioned theoretical claim with a description of teaching and learning tasks across four dimensions represented by the "four eyes": involvement, inquiry, induction, and incorporation. (Contains 28 references and 3 tables.) (Author/SM)

ED 464 501 FL 027 262

Ryoo, Mi-Lim
Vowel Quality and Consonant Voicing: The Production of English Vowels and Final Stops by Korean Speakers of English.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Texas Foreign Language Education Conference (Austin, TX, March 23-24, 2001). For the complete journal issue, see FL 027 255.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Speech); *Consonants; *English (Second Language); Graduate Students; Higher Education; Korean; Native Speakers; *Oral Language; Second Language Learning; Uncommonly Taught Languages; *Vowels
IDENTIFIERS- *Koreans

This study examined the quality of three English vowels and their Korean counterpart vowels by measuring F1/F2 frequencies and investigating how the different vowel qualities influenced consonant voicing. Participants were six native speakers (NS) of English and six NS of Korean who were graduate students at a large U.S. university. F1/F2 frequencies of vowels produced by the subjects were measured on spectrograms in a speech

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; Small font may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Change Strategies; Educational Research; *Higher Education; *Institutional Characteristics; *Organizational Change
IDENTIFIERS- ERIC Digests; *Organizational Culture

The purpose of the digest is to review the research on institutional transformation as it relates to institutional culture. The discussion of organizational culture's importance in institutional transformation is organized around three primary aspects of the change process: (1) readiness and responsiveness; (2) resistance to change; and (3) results of the transformation. Transformation alters the culture of the institution by changing select underlying assumptions and institutional behaviors, processes, and products. At the same time, organizational culture and cultural change can be used as a means of preparing an environment for transformation, a yardstick for assessing whether or not a transformational change has actually taken place, and a means of achieving the desired results of an innovation. The success of any transformational effort may depend on the extent to which practitioners are able to address issues of institutional culture in their strategic planning. (Contains 16 references.) (SLD)

ED 464 522 HE 034 509

Sutton, Terry P.; Bergerson, Peter J.
Faculty Compensation Systems: Impact on the Quality of Higher Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; Small font may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Faculty; *Compensation (Remuneration); Faculty Evaluation; Financial Policy; Higher Education; Institutional Administration; Models; *Salaries
IDENTIFIERS- ERIC Digests

Faculty compensation is a critical management tool for increasing faculty productivity, improving cost efficiency, and enhancing an institution's public image. Factors that determine faculty compensation include academic rank, faculty productivity, discipline market pay, ability to obtain external grants, seniority or length of service, service in administrative positions, professional service, and graduate teaching and guidance. The best predictor of salary within an institution and within any rank are an individual's years of experience, with the number of articles published the second best predictor. The digest includes a discussion of the three types of faculty compensation systems used in the U.S. and describes the ideal faculty compensation system as follows: the value, vision, mission, and goals of the organization must be clearly exist can there be organizational strategies that allow for successful change and improvement. The study analyzed four potential options for educational improvement and concluded that a tuition tax credit is the best option for significant educational improvement. It is the most likely strategy to provide multiple options and freedom of choice and to most likely to accelerate improvement through incentives. The study also examines constitutional issues based on the U.S. Constitution and Utah's state constitution. The study outlines the UTTC plan for Utah, which would gradually phase in a tax credit for any Utah private school student that could be claimed by any taxpayer, individual or corporate, including a students relatives, friends, or businesses that pay children's tuition. The proposed credit is a per-child credit that increases over years to a maximum of 50% of the average per-student cost of public schooling. An final analysis considers the impact on public school enrollment in Utah and suggests that the credit will benefit the state in periods of slow or rapid economic growth. Four appendixes provide additional information about the UTTC and organizations that support it. (SLD)

ED 464 543   HE 034 858

Macdonald, Ronald; Wisdom, James
Academic and Educational Development: Research, Evaluation and Changing Practice in Higher Education. Staff and Educational Development Series.
PUB DATE- 02
NOTE- 239p.; Published by Kogan Page Limited.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; Case Studies; *Educational Change; Educational Practices; Educational Research; Evaluation Methods; *Higher Education; *Professional Development; *Staff Development; Teaching Methods

This practice-oriented book brings together research and evaluation approaches and supporting case studies from educational researchers and teachers. The emphasis is on changing practice in higher education and the research that underpins desirable development. Following an introduction, chapter 1 presents Educational Development Changing Practice in Higher Education by Ranald Macdonald. The chapters of part 1, Supporting Change within Subjects and Departments, are: (2) Developing Work Based Educators: Professional and Organizational Issues (Maggie Challis); (3) Evaluation as a Tool for Curriculum Development: A Case Study of Multimedia Development in the Teaching of Creative Writing (Peter Hartley, John Turner, and Felicity Skelton); (4) Researching Teaching Effectiveness as an Experiential Learning Cycle: Insights into Practice (Shona Little and Gina Hefferan); (5) Improving Teaching and Learning in Chemistry: The National Improve Project (Richard Moyes); (6) Planning and Understanding Change: Toolkits for Course Design and Evaluation (Martin Oliver and Grainne Conole); (7) Enhancing Transferable Skills Elements within a Subject Discipline: An Example of How Project Initiatives Can Be Implemented across a Diverse Subject Discipline in the Higher Education Sector (Ruth Pilkington); (8) Translating Research into Disseminated Good Practice: The Case of Student Residence Abroad (James A. Coleman); (9) Incorporating Change through Reflection: Community Based Learning (Irene Hall and David Hall); and (10) Developing an Evaluation Design: A Multi-Dimensional Case Study (John Winter are: (1) Classroom and Course Management: The Nuts and Bolts of Successful Beginnings; (2) A Positive Start: First-Day Classroom Activities and Icebreakers; (3) Creating a Welcoming Classroom Environment; (4) Promoting Student Participation and Motivation; (5) Dealing with Incivility in the College Classroom; (6) Keeping the Ball Rolling to a Fruitful Conclusion; and (7) Turning Successful Beginnings into Successful Teaching Experiences. An appendix discusses Creating Your Course Syllabus: A Brief Overview. A list of helpful teaching resources is included. (Contains 131 references.) (SLD)

ED 464 565 HE 034 881

Wilms, Wellford W.; Zell, Deone M.
Awakening the Academy: A Time for New Leadership.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, NY.
PUB DATE- 02
NOTE- 251p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrators; College Faculty; *Educational Change; Futures (of Society); Higher Education; *Instructional Leadership
IDENTIFIERS- *University of California Los Angeles

As the higher education environment becomes more turbulent, administrators and academic leaders are caught between opposing forces that demand change and at the same time resist it. This book provides some guidance for academic leaders based on the study of three significant academic units at the University of California, Los Angeles (UCLA), and their responses to change. Specific recommendations are made about steps that can be taken to enhance the process of change. The chapters are: (1) Navigating in Uncertainty; (2) UCLA and Its Larger Environment; (3) The Anderson School; (4) The Graduate School of Education and Information Studies; (5) The Department of Physics and Astronomy; and (6) Managing Change. (Contains 28 references and a 54-item bibliography.) (SLD)

ED 464 566 HE 034 882

Geiger, Roger L., Ed.
The American College in the Nineteenth Century. Vanderbilt Issues in Higher Education.
PUB DATE- 00
NOTE- 363p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Colleges; *Educational History; *Higher Education; Program Development; *School Role; United States History

Chapters in this collection explore the development of U.S. colleges. The contributors consider these institutions in the contexts of the transformation in the experience of college students, regional variations in college development, the revolution in the purposes of U.S. institutions of higher education, and the increasing dominance of universities. The chapters are: (1) New Themes in the History of Nineteenth-Century Colleges (Roger L. Geiger); (2) Curriculum and Enrollment: Assessing the Popularity of the Antebellum Colleges (David B. Potts); (3) The Rights of Man and the Rites of Youth: Fraternity and Riot at Eighteenth-Century Harvard (Leon Jackson); (4) College as It Was in the Mid-Nineteenth Century (Roger L. Geiger with Julie Ann Bubolz); (5) "We Desired Our and decision making. Providing programs and services to meet the state's most critical needs and nurturing programmatic mission differentiation in a coordinated system of higher education and increasing awareness of higher education's fundamental value to society and the economy are also advised. (SLD)

ED 464 587 HE 034 932

Performance Indicators of California Higher Education, 2001. Commission Report.
PUB DATE- 02
NOTE- 107p.; For the 2000 report, see ED 453 731. Some figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Annual Reports; College Preparation; Educational Finance; *Higher Education; *Outcomes of Education; Performance Based Assessment; *Performance Factors; Student Characteristics
IDENTIFIERS- *Educational Indicators

This is the eighth annual report on California higher education performance indicators prepared by the California Postsecondary Education Commission under a legislative mandate. The report presents background on the development and recent revision of California's performance indicators for higher education, describes the scope of the current set of indicators reported by the Commission, and highlights recent trends based on current information related to these indicators. The higher education performance indicators in this report are divided into five categories: (1) population context; (2) fiscal context; (3) student preparation; (4) student access; and (5) student outcomes. Information in this report shows that more California students graduated from high school, although dropout rates remained constant. More high school students were taking college preparatory courses and Advanced Placement tests, and more were taking college entrance examinations and scoring above the national average. More California students are enrolling in the state's public colleges and universities, and overall, more students at the state's public universities are graduating sooner, with the number of college degrees and certificates up at all levels. Two appendixes contain the text of California legislation that directs the preparation of this report. (Contains 78 tables.) (SLD)

ED 464 588 HE 034 934

Access to the UW System: Service Rates by Family Income. Occasional Research Brief.
PUB DATE- 01
NOTE- 25p.; Volume 01, No. 1.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *College Applicants; College Entrance Examinations; *Family Income; *High School Graduates; Higher Education; Low Income Groups; Middle Class
IDENTIFIERS- *University of Wisconsin

Maintaining a high service rate (defined as the proportion of high school graduates enrolling at a University of Wisconsin (UW) System institution for the following fall term) for

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Software; Computer Uses in Education; *Courseware; Curriculum Development; *Educational Technology; Elementary Secondary Education; Instructional Design; Instructional Materials; Postsecondary Education; *Reading Instruction; Teaching Models; Training

This Technical Paper focuses on the new PLATO R reading curricula which represent an innovation in the computer-based teaching of basic reading skills and advanced reading comprehension strategies for adults and young adults in secondary and postsecondary academic settings, as well as adult/job skills training. The first section is divided into two parts. The first part describes what may be termed the cognitive-constructivist view of reading, the prevailing view of the reading process influencing education. The second part of this section describes several concepts that elaborate on and complement that view, concepts which are particularly important when teaching reading. The second section focuses on the need for new curricula in secondary and post-secondary reading, and provides a brief overview of governmental standards. The third section gives an overview of components in the PLATO R curricula in reading, and how they fit together. There are five series: Essential Reading Skills (ERS); Reading Strategies; Advanced Reading Strategies (ARS); Vocabulary and Reading Comprehension; the Vocabulary Builder Editor; and Reading for Information (RFI). The following sections discuss each of the five in greater detail, describing the course structure and instructional design for each. The final section discusses teaching with the PLATO R reading curricula. Appendixes include a list of acknowledgements and a table with information on reading products discussed in this Technical Paper. (Contains 15 references.) (AEF)

ED 464 608 IR 021 191

Foshay, Rob; Ahmed, Muhammad I.
A Practical Process for Reviewing and Selecting Educational Software. Technical Paper.
PUB DATE- 00
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Software; *Computer Software Selection; Computer Uses in Education; *Courseware; Educational Media; *Educational Technology; *Evaluation Criteria; Guidelines; Instructional Effectiveness; Instructional Materials; *Media Selection; *Selection Tools

This paper provides a balanced set of guidelines for reviewing educational software, and offers a simple and practical procedure that can be used to select software for instructional purposes. The procedure applies equally well to individual "titles" or to large-scale curriculum-based systems. It applies to software delivered on a CD-ROM, through a Local Area Network, or via the Internet (PLATO R provides all of these kinds of software and delivers via all these means). Using the procedure, the software's four subsystems--software, content, instructional, and instructional management and assessment--must first be examined. Then, additional quality criteria can

Therapy; Student Attitudes; Student Role; Student Surveys; Technology Uses in Education; *Web Based Instruction; World Wide Web
IDENTIFIERS- *Professional Role; University of South Alabama

This paper reports on a course, offered at the University of South Alabama, that was designed to assist occupational therapy students with the transition from student role in an academic environment to entry-level professional role in the work environment by providing World Wide Web-based support to students who leave campus to complete two three-month rotations of clinical fieldwork. Participation in the course was voluntary, and no grades were assigned. Students were invited to participate as needed with their classmates to share resources and information. Resources were provided asynchronously, so students could access them whenever and wherever they could gain access to the Internet to log on to the course. Quantitative and qualitative analysis of the data was conducted. Data analysis included frequency of participation in the course, the emerging themes discussed in the course, outcome measurements for student performance, and student perceptions based on participation in the course. The information gained during this exploratory study would be useful to assist other faculty in developing similar Web-based support courses. Faculty will gain an awareness of the preparation for and possibilities of using Web-based instruction. The Web-based participation developed in the course may encourage students to later participate in professional Web-based discussions and chats related to their professional associations and/or to be more comfortable in another Web-based course. (Contains 12 references.) (Author/MES)

ED 464 630   IR 021 400

Nunaley, Mary; Warner, David
From Key Handouts to More Hands on Keys: Planning for the Progressive Use of Technology by Faculty.
PUB DATE- 02
NOTE- 8p.; In: Teaching, Learning, & Technology: The Connected Classroom. Proceedings of the Annual Mid-South Instructional Technology Conference (7th, Murfreesboro, TN, April 7-9, 2002); see IR 021 870.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Community Colleges; *Computer Mediated Communication; Computer Uses in Education; *Distance Education; Educational Technology; *Faculty Development; *Instructional Development; Teacher Surveys; *Technology Uses in Education; Training; Two Year Colleges; *Web Based Instruction; World Wide Web
IDENTIFIERS- Course Development

Two faculty members from Volunteer State Community College (Tennessee) were assigned the charge to design an institution-wide faculty training and development program for distance learning. The approach to planning began by reexamining the evolution of their use of technology, culminating in online course delivery. This paper explores the following stages through which faculty progress, which can then become the basis for an institution's faculty training and development program: (1) faculty members use or plan to use communication tools such as e-mail, message boards, and chat features to communicate with students outside the classroom; (2) faculty members use or years; equipment, services and upgrades required to provide technology-based library services for years 1999-2001; upgrades to cabling and electrical support required to implement future technology-based library services; and the evaluation plan measuring the effectiveness of technology-based library services for the State Government Information Services, Library Development Bureau, Library for the Blind and Handicapped, and Information Technology for years 1999, 2000, and 2001. (AEF)

ED 464 650 IR 058 467

Alabama Public Library Service Annual Report, 1999.
SPONS. AGENCY- Institute of Museum and Library Services, Washington, DC.
PUB DATE- 00
NOTE- 11p.; For the 1998 report, see ED 439 730.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Grants; Internet; Library Circulation; Library Development; *Library Funding; Library Research; *Library Services; *Library Statistics; *Public Libraries; State Aid; State Programs; Statistical Data
IDENTIFIERS- Alabama Public Library Service

The Alabama Public Library Service (APLS) is charged with improving library services throughout the state to ensure that all citizens have access to quality library and information services. The agency is responsible for receiving and administering federal and state funds for the more than 200 public libraries in Alabama. Information is reported under the following categories: the Alabama Virtual Library; networking, development and planning (E-Rate, training, summer library program, mini-grant program, the Book Viburnum Foundation Project, and consulting); information services (circulation, reference, interlibrary loan and fax, net lending, and video department); evaluation and research; automated services; technical services (acquisitions/serials, cataloging, state databases, and government documents); Division for the Blind and Physically Handicapped (administration, circulation, audio duplication, volunteers, National Library Service, and public relations); and finances. State aid and Library Services and Technology Act (LSTA) totals for 1999 are provided, in alphabetic order by library. (AEF)

ED 464 651 IR 058 468

Federal Public Library Programs in Alabama, 1999.
SPONS. AGENCY- Institute of Museum and Library Services, Washington, DC.
PUB DATE- 00
NOTE- 16p.; Funded in part by the Library Services and Technology Act. For the 1998 version, see ED 439 731.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Federal Aid; *Library Funding; Library Materials; Library Services; *Public Libraries; Reference Services; Resource Allocation; *State Programs
IDENTIFIERS- Alabama Public Library Service; Library Services and Technology Act 1996

The Alabama Public Library Service (APLS) is charged with improving library services throughout the state to ensure that

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Articulation (Education); *Community Colleges; Degrees (Academic); Educational Assessment; Educational Objectives; *Enrollment; *Minority Groups; *Outcomes of Education; *Student Characteristics; *Transfer Programs; Two Year Colleges
IDENTIFIERS- *City University of New York

This document is a report on the performance, graduation, and transfer of immigrant and native minority students at City University of New York (CUNY) community colleges. The study also compares the experiences of immigrants at CUNY community colleges to those of native United States minorities. A total of 8,332 students responded to the survey, approximately 48% of whom were immigrants or were born abroad. The study indicates that: (1) the largest percent of foreign-born community college students were from Caribbean, Central, and South American countries; (2) immigrants often have trouble passing educational assessment tests in math and reading due to the lack of English-language knowledge and comprehension; (3) the transfer rate of immigrants is not much higher than that of native minorities; (4) factors like parents' education and wealth positively affect academic success for immigrants and native minorities; (5) overall, immigrants are not shown to be more likely to transfer or graduate than native minorities; (6) African-Americans and Hispanics who transfer show a significantly lower probability of earning a bachelor's degree than whites; and (7) students who enter dual two-/four-year CUNY institutes are more likely to transfer and earn a bachelor's degree. The report includes 17 references, 13 statistical tables, and implications for future studies. (MKF)

ED 464 671 JC 020 362

A Review of Enrollment Reporting by Texas Public Community/Junior and Technical Colleges.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audits (Verification); *Community Colleges; Credits; *Educational Assessment; *Educational Finance; Enrollment; *Financial Audits; Two Year Colleges
IDENTIFIERS- *Texas

This is a report on the 2001 audit of Texas' public community, junior, and technical colleges. The audit was administered to make funding adjustments for the difference between the colleges' estimated and actual contact with students. It analyzes enrollment data submitted by each public two-year college. The report states that each institution is allowed an error rate of two percent, based on the established funding formula. It also states that funding adjustments are mandatory for the spring semester for every college. Results show that the Texas Higher Education Coordinating Board can return approximately $600,000 to the General Higher Education Revenue Fund because the estimated contact hours for public community, junior, and technical colleges exceeded the actual contact hours. Nineteen colleges (37%) overestimated their spring 2001 semester contact hours, while 32 colleges (62%) underestimated their spring 2001 semester contact hours. The report provides a table with specific adjustment calculations for every two-year college. It also includes information on a Texas Web-based e-mail; (4) send and receive file/graphic attachments through e-mail; (5) compress and decompress files/programs; (6) access PDF files or documents; and (7) participate in online discussion groups. The program includes background reading, visual aides, and quizzes to help ensure student skill competency. The program also provides instructor assistance and feedback, which helps generate a favorable impression of online learning. The entire program can be completed in 16 hours or less, depending on the existing ability of the learner. Overall, the program is designed to help prepare and increase the chances of success for students enrolling in online classes. The program will assist instruction of online courses by freeing instructors from using valuable class time to teach students how to use or access Internet resources. The report includes feedback from program completers, a FAQ section, and a Web site for guests to try the program. (MKF)

ED 464 691   JC 020 393

Petrowsky, Michael C.
The Reduction of Faculty Reassigned Time as a Community College Cost Containment Initiative: A Case Study of the Maricopa County Community College District.
PUB DATE- 02
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjunct Faculty; *College Faculty; Community Colleges; *Cost Effectiveness; Costs; *Economic Impact; Educational Finance; Faculty Workload; Full Time Faculty; Part Time Faculty; *Personnel Policy; *Policy Analysis; *Released Time; Resource Allocation; Two Year Colleges
IDENTIFIERS- *Maricopa County Community College District AZ

This paper argues that community colleges can contain costs by reducing faculty reassigned time, defined as a conscious or deliberate management action, either discretionary or mandated, that releases full-time faculty from teaching duties in order to perform other tasks. According to the paper, standard financial accounting systems have a difficult time tracking the use of reassigned time, and when it is tracked, the dollar figures are often misleading. The course that the reassigned full-time faculty member teaches is usually given to part-time faculty, and the costs are shown under separate budgets for part-time faculty. The cost of reassigned time is valued at this rate, rather than at a rate that utilizes what economists call opportunity costs. This conception refers to the value or benefit that is given up by choosing one alternative over another. The author used Maricopa County Community College District (MCCCD) in Arizona for this case study. He found that 439 (41.37%) of 1,061 full-time faculty in the 10-member college district had a total of 2,134 hours of released time. This study estimates that the opportunity costs of released time for the MCCCD 1999-2000 academic year were more than $10 million. (Contains 15 references and 7 tables.) (NB)

ED 464 692   JC 020 394

Mednick, Michele
Information Literacy: The New Challenge.
PUB DATE- 02
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Children in Poverty was asked to undertake the Starting Points Assessment Project, a descriptive assessment of the initiative. This report documents the findings of the Starting Points Assessment Project. The report is organized in three sections. Section 1 provides an overview of the role of the Carnegie Corporation in the Starting Points initiative and of its implementation, describes the major activities carried out at each site, and describes the assessment project. Section 2 is the cross-site analysis, offering a systematic overview of the variation among the sites in terms of the political and policy context, the implementation approaches, the site-specific and initiative-specific mediators that influenced what occurred at the site, and the impact and outcomes. Section 3 distills the key lessons of the initiative and highlights their implications for future public and private funders. The report's two appendices include a format for the draft final progress reports for Starting Point grantees and selected state demographic and policy indicators. (Contains 19 endnotes.) (KB)

ED 464 710 PS 030 309

Porro, Barbara
Teaching Conflict Resolution with the Rainbow Kids Program.
PUB DATE- 02
NOTE- 199p.; Illustrated by Peaco Todd.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Techniques; *Conflict Resolution; Curriculum Guides; *Discipline; *Elementary School Students; Empathy; Interpersonal Competence; Learning Activities; Primary Education; *Problem Solving; *Young Children

Based on the view that making social concepts and feelings concrete would help children in primary grades to take turns, cooperate, and solve their problems respectfully, this curriculum uses a story about the Rainbow Kids, an imaginary community of children, to introduce children to social concepts and conflict resolution skills. The Rainbow Kids experience emotions that are conveyed by the weather around them. These simple "sunny" and "cloudy" metaphors turn abstract notions of behavior into physical expressions young children can easily comprehend. Part 1 of the curriculum guide describes the impetus for the program, discusses how the program works, summarizes the story, and details the procedures involved in presenting the program. Part 2 contains the seven lessons and two activities comprising the program; this part includes sample program materials in six appendices, and lists selected resources for elementary school teachers. Part 3 is a separate booklet for students containing "The Rainbow Kids" story. (Contains 15 references.) (KB)

ED 464 711 PS 030 310

Burton, Alice; Whitebook, Marcy; Young, Marci; Bellm, Dan; Wayne, Claudia; Brandon, Richard N.; Maher, Erin
Estimating the Size and Components of the U.S. Child Care Workforce and Caregiving Population. Key Findings from the Child Care Workforce Estimate. Preliminary Report.
SPONS. AGENCY- Administration on Children, Youth, and Families (DHHS), Washington, DC. Child Care Bureau.
PUB DATE- 02
NOTE- 49p.
LANGUAGE- English

DOCUMENT RESUME

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EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Caregiver Role; *Child Caregivers; *Day Care; Early Childhood Education; *Family Day Care; *Labor Market; *Labor Supply; Labor Turnover; Models; National Surveys
IDENTIFIERS- Estimation; Nannies

In response to rising demand for information on the child care workforce, the Center for the Child Care Workforce (CCW) and the Human Services Policy Center (HSPC) have initiated a 2-year project to develop a framework and methodology for quantifying the size and characteristics of the U.S. child care workforce, focusing on the workforce serving children ages birth through 5 years (non-kindergartners). The estimation model used was a "demand-based" approach, drawing on national data sets in which child care consumers describe their current use of child care services and the child to adult ratios for this age group. Also taken into account were the best available data on child care worker supply and turnover. Among the key findings of the study are that of the 2.3 million individuals paid to care for children in a given week, approximately 24 percent work in center-based settings, 28 percent provide family child care, 35 percent are paid relatives other than family providers, and 13 percent are paid non-relatives such as nannies. Approximately 29 percent of caregivers care for infants, 49 percent care for toddlers, and 22 percent care for preschoolers. There are also approximately 2.4 million individual caregivers providing unpaid child care during a given week. The number of child care workers has been seriously undercounted in previous analyses and thus their economic and social contribution underestimated. Also, given the high number of caregivers working with toddlers, skills for this age group should become a major focus of training and professional development. The project's second year will focus on adapting methodology to produce state- and community-level estimates. Three appendices detail the data sources and methodology, and discuss the patterns of child care usage from which workforce estimates are derived. (Contains 49 references.) (KB)

ED 464 712 PS 030 312

Ewen, Danielle; Blank, Helen; Hart, Katherine; Schulman, Karen
State Developments in Child Care, Early Education, and School-Age Care, 2001.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; Citigroup Foundation, New York, NY.; Ford Foundation, New York, NY.; Prudential Foundation, Newark, NJ.
PUB DATE- 02
NOTE- 163p.; The study was also supported by the Providian Financial Corporation. For the year 2000 version report, see PS 030 278.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administration; Caregiver Training; Compensation (Remuneration); Cooperation; *Day Care; Elementary Education; Financial Support; Infant Care; National Surveys; Preschool Education; School Age Day Care; *State Action; State Programs; State Regulation; State Standards; Tax Credits; Young Children
IDENTIFIERS- Availability (Programs and Services); Child Care Costs; *Day Care Quality; Day Care Regulations

This report provides highlights and updates regarding state actions on child care, early education, and school-age care issues during 2001. It is intended to serve as a supplement to predominant nonverbal behaviors used by the classroom teacher. In most cases, the majority of nonverbal interaction occurred between students who sat in close proximity regardless of their cognitive ability. The small group setting lent itself to greater frequencies in each of the nonverbal categories for both GES and SES. The data from this study also indicated a relationship between teacher voice tone and effective classroom management. Teachers who consider possible nonverbal behaviors that engage all students may increase their understanding of student learning as they attempt to meet the diversity in today's inclusive classroom. (Contains 13 references.) (HTH)

ED 464 729 PS 030 340

Weiss, Elisheva
The Relationship between Mothers' Knowledge of Child Development and the Age at Which They Recognize the Special Needs of Their Child.
PUB DATE- 01
NOTE- 34p.; M.A. Thesis, Touro College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Age Differences; Child Development; Developmental Stages; Early Intervention; *Knowledge Level; *Mothers; Preschool Children; Preschool Education
IDENTIFIERS- *Special Needs Children

Noting that early intervention can be an effective method to help children who have special needs and their parents, this study explored the relationship between a mother's knowledge of development and the age at which she recognizes her child's special needs. The second portion of the Knowledge of Infant Development Inventory was used to quantify the mothers' knowledge of child development. Separate questionnaires were developed to address demographic information and the mothers' own personal experiences. Mothers whose children attended local early intervention and preschool programs were asked to volunteer to complete the questionnaires. Analysis of responses found no relationship between the mothers' knowledge of child development and the age at which they recognized their children's special needs. A high significant positive relationship was found between the age at which the mothers noticed their children's special needs and the age at which they sought help. (Contains the Knowledge of Infant Development Inventory, a questionnaire, and 24 references.) (HTH)

ED 464 730 PS 030 343

von Feilitzen, Cecilia, Ed.
News from International Clearinghouse on Children and Violence on the Screen (ICCVOS), 2001.
PUB DATE- 01
NOTE- 21p.; Published three times per year. Only one issue published in 2001. For volume 4, see ED 449 884.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Advertising; *Children; Childrens Rights; Childrens Television; Foreign Countries; Gender Issues; Mass Media; *Mass Media Effects; Mass Media Role; *Mass Media Use; Rape; Television Viewing; *Violence
IDENTIFIERS- Media Education; UNESCO

preschool teachers and child care workers are presented for each state, with information on wages available by region or county within some states. The report's appendix summarizes current compensation and turnover data from selected states collected in 1999 or later, including in some instances information on health care coverage. (HTH)

ED 464 748 PS 030 372

Grassroots Organizing: A Handbook for Child Care Teachers and Family Child Care Providers. Revised Second Edition.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 00
NOTE- 22p.; Part of the "Worthy Wage Action Packet 2000." For another component of this Packet, see PS 030 396.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advocacy; Change Strategies; *Child Caregivers; *Compensation (Remuneration); *Day Care; Early Childhood Education; Family Day Care; *Leadership Training; Salaries; Wages
IDENTIFIERS- *Grassroots Efforts

The Center for the Child Care Workforce (formerly the Child Care Employee Project), has provided leadership for a nationwide grassroots effort called the Worthy Wage Campaign, an activist initiative to increase public awareness and to press for a public investment of child care funds directly targeted to improving child care jobs. This handbook offers practical help in building an active, effective worthy wage group at the community level. Part 1 of the handbook discusses the organization of a local worthy wage group and addresses issues related to defining goals, choosing tasks, avoiding burnout, reaching out to community to build diversity, and maintaining group continuity. Part 2 presents activities, exercises, and action plans that have been used successfully by local worthy wage groups, leadership training classes, and mentoring programs. Part 3 offers suggestions for facilitating meetings and workshops, including tips for moderating discussions, dealing with difficult dynamics, making decisions, and evaluating a meeting or workshop. Principles guiding the national Worthy Wage Campaign from 1991 to 1999 conclude the report and provide a springboard for defining the principles to guide local work. (Contains 13 references.) (KB)

ED 464 749 PS 030 373

Haack, Peggy
Creating Better School-Age Care Jobs: Model Work Standards.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.; Ms. Foundation for Women, Inc., New York, NY.
PUB DATE- 01
NOTE- 44p.; Additional funding was provided by the North Shore Unitarian Universalist Veatch Programs.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)

Saluja, Gitanjali; Early, Diane M.; Clifford, Richard M.
Demographic Characteristics of Early Childhood Teachers and Structural Elements of Early Care and Education in the United States.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 20p.; In: Early Childhood Research & Practice: An Internet Journal on the Development, Care, and Education of Young Children, Spring 2002; see PS 030 400. Published biannually.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; Classroom Environment; *Day Care; Day Care Centers; *Demography; Early Childhood Education; *Preschool Education; *Preschool Teachers; Teacher Characteristics
IDENTIFIERS- Program Characteristics

This paper summarizes demographic information on early childhood programs and teachers of 3- and 4-year-olds. Questionnaires were sent to a random sample of early childhood programs across the United States. Data were collected on teacher characteristics and structural features of early childhood programs (enrollment, class size, hours of operation, and ratio of teachers to students). Findings indicated that there are approximately 284,277 teachers of 3- and 4-year-olds in the United States. The vast majority of these teachers are women, and 78 percent are white. Approximately 50 percent of these teachers have earned a college degree, although educational attainment varies among program types. For-profit centers currently outnumber other types of centers, although the number of early childhood programs in public schools is increasing rapidly. The findings will be of interest to parents, and it is therefore important for them to have access to information about the characteristics of early childhood programs and teachers. Additionally, policy-makers need to understand the distinctions that exist between different types of early childhood settings as they adopt regulations and make funding decisions that affect parental choice of programs. (Contains 18 references.) (Author/HTH)

ED 464 766 PS 030 405

Edwards, Carolyn Pope
Three Approaches from Europe: Waldorf, Montessori, and Reggio Emilia.
PUB DATE- 02
NOTE- 14p.; In: Early Childhood Research & Practice: An Internet Journal on the Development, Care, and Education of Young Children, Spring 2002; see PS 030 400. Published biannually. Supported by University of Nebraska Institute for Agricultural and Natural Resources, Journal Series 13466. This paper is an extension of presentations comparing Montessori and Reggio Emilia approaches, co-authored with Paul Epstein at American Montessori Society and National Association for the Education of Young Children conferences, and with Carol Hiler at the Kentucky Early Childhood Association.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Environment; Comparative Analysis;

Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Administrator Role; *Beginning Principals; Conformity; *High Schools; *Organizational Climate; *Rural Schools; School Community Relationship; School Culture; *Socialization; Work Environment
IDENTIFIERS- Professional Socialization

New principals face many challenges as they begin their profession. They must discover how to fit into the existing work group at their school (organizational socialization), while remaining distinct enough to contribute creatively to the growth and development of the school (leadership succession). As part of a larger phenomenological study, 10 new rural high school principals were interviewed about their decisions to accept or challenge norms in their schools during their first year on the job. Without clear directions or any formal induction program to introduce them to their districts and schools, the 10 new principals began their duties with preconceived ideas about their job and their school. Once on the job, their decisions to conform or challenge existing norms in their schools were determined by contextual variables, specific problem situations, and other individuals and groups in their schools and communities. Interviewees discussed rural community culture and politics, insider advantages and disadvantages, outsider disadvantages, principal turnover rates at their schools, problem situations, work overload, and relationships with teachers and the superintendent. Eight participants reported that they had no time to consider school improvement issues. Two years later, eight participants had moved to administrative positions in other schools. (Contains 20 references and the interview guide.) (SV)

ED 464 784 RC 023 506

Fickel, Letitia Hochstrasser; Jones, Ken
The Tundra Is the Text: Using Alaska Native Contexts To Promote Cultural Relevancy in Teacher Professional Development.
PUB DATE- 02
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alaska Natives; American Indian Education; Cross Cultural Training; *Culturally Relevant Education; *Educational Change; Experiential Learning; Higher Education; *Inservice Teacher Education; *Institutes (Training Programs); Integrated Curriculum; *Knowledge Base for Teaching; Professional Development; Rural Education; Summer Programs
IDENTIFIERS- Alaska; Learning Communities

In summer 2000, the University of Alaska Anchorage and cooperating professional development schools organized four summer institutes to enhance teachers' cultural and subject matter knowledge. This dual focus was prompted by the new Alaska Content Standards and by guidelines for preparing culturally responsive teachers, developed by Alaska Native organizations. Each 2-week institute focused on a specific subject--science, mathematics, English/language arts, or social studies--as it related to the integrated theme of subsistence, and was taught in a rural Native village or a predominantly Native "hub town." Participants engaged in experiential learning activities, including learning from Native elders and other community members about traditional Native knowledge

Instruction; *Literacy Education; Problem Solving; *Relevance (Education); *Rural Education
IDENTIFIERS- Facilitators; *Senegal

Since 1988, thousands of rural villagers across Senegal have participated in a basic education program called TOSTAN, which means "breakthrough" in Wolof, the majority language. Supported by UNICEF and implemented in the six national languages of Senegal, TOSTAN goes beyond traditional literacy programs to link literacy learning with life skills and participatory learning methods. The 18-month program comprises 6 learning modules, each covering 24 sessions and lasting 2 months. Influenced by the whole-language approach, the program exposes learners to real texts and encourages them to write. Learning to read, write, and do mathematics is tied to the improvement of local living conditions and is adapted to the needs of rural women. The first module presents a five-step problem-solving process, which is used throughout the other modules to address specific issues. The other modules cover hygiene and disease prevention, prevention of dehydration from diarrhea and child immunizations, basic financial and material management skills, leadership and group dynamics, and feasibility of income-generating projects. Program facilitators come from the local area and have completed intensive training. They are advised by trainers who cover 10-13 villages and who work closely with development agents and local authorities. Recently the program was adapted and expanded to serve adolescents. Evaluations, funding issues, and the wider benefits of the program for Senegalese society are discussed. (Contains photographs.) (SV)

ED 464 802 RC 023 548

Guttman, Cynthia
Voices across the Hills: Thailand's Hill Areas Education Project. Education for All: Making It Work. Innovation Series.
PUB DATE- 95
NOTE- 37p.; Photographs may not reproduce adequately. For number 6, see RC 023 547.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adult Basic Education; *Community Development; *Community Involvement; Culturally Relevant Education; Elementary Education; *Geographic Isolation; *Language Minorities; *Rural Education
IDENTIFIERS- *Thailand

Developed in the early 1980s, the Hill Areas Education project provides basic education to children and adults of Thailand's six ethnic minority groups, who live in the remote mountainous region of northern Thailand. The project delivers a locally relevant curriculum, equivalent to the six compulsory grades of the formal education system; promotes the active role of the community in project design and operation; and pursues a philosophy of education for development. Classes are held in village education centers, owned and maintained by the villages themselves. The organization of villages into clusters counters the teachers' isolation in mountain villages and introduces a mutual supervision system. About 35 percent of the curriculum consists of mathematics and the Thai language; the remaining 65 percent covers a broad range of domestic and community concerns. Children take about 6 years to complete the upgraded curriculum, while adults can get through it in 2 years. Teachers help set up village committees, chosen by the community, which serve as links between government agencies and

ED 464 825 SE 066 106

Toward a More Effective Role for the U.S. Government in International Science and Engineering.
PUB DATE- 01
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economics; *Engineering; Global Approach; Policy; Problem Solving; *Science Education; *Sciences
IDENTIFIERS- *Task Force Approach

This report describes how to improve the effectiveness of the federal role in international Science and Engineering (S&E) based on relevant policy documents and reports and a wide range of different perspectives. The contents of the book are divided into four chapters. Chapter 1, "Introduction," includes "Process for Developing the Task Force Report." Chapter 2, "The Context for International S&E Activities," discusses "Increasing Globalization"; "Growing Significance of Science and Engineering in the Global Context"; "Shifting World S&E Capabilities"; "International Education and Mobility of Scientists and Engineers"; "21st Century Problems Needing Global S&E Solutions"; "U.S. Governmental Collaborations in International S&E Research and Education"; and "Coordination of U.S. Government Supported International S&E Activities." Chapter 3, "Problems, Challenges, and Recommendations," presents topics that include: "Coordination of the U.S. Government's International S&E Activities"; "Enhancing and Expanding U.S. International S&E Research and Education"; and "Foreign Policy and Global Problem Solving." Chapter 4 contains the conclusion. Appendices include: (1) "Charge to Task Force on International Issues in Science and Engineering"; (2) "Summary of Task Force Hearings"; (3) "List of Contributors to the Report"; and (4) "Acronyms and Abbreviations." (Contains 73 references.) (YDS)

ED 464 826 SE 066 108

DeMoor, Emily; Haj-Broussard, Michelle
Engineered To Fail? The Politics of Seeds and Fertility in Agriculture and Education.
PUB DATE- 02
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agriculture; Ecology; *General Education; *Genetics; Metaphors
IDENTIFIERS- *Seeds

This paper discusses the parallels between agriculture and education by focusing on genetically engineered seeds in order to demonstrate the master race mentality of success and failure or fertility and death. Although gene technology provides benefits in medicine and related areas, it also carries a big risk which might result in the extinction of higher life forms caused by the sterility of seeding plants. (Contains 23 references.) (YDS)

ED 464 827 SE 066 110

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Brainstorming; *Cultural Exchange; Foreign Countries; Global Approach; Journal Writing; *Medieval History; Middle Schools; Non Western Civilization; Simulation; Social Studies; *Travel; Writing Assignments
IDENTIFIERS- China; Iraq; Middle Ages; Polo (Marco); Trade Routes

This two day lesson plan for middle school students examines Marco Polo's travels and trade during the Middle Ages. The unit consists of four activities: (1) journal entry/brainstorming; (2) lecture on trade items of the Middle Ages and Marco Polo; (3) simulation of Marco Polo's Journey; and (4) a writing assignment. It provides step-by-step instructions for the teacher, key points upon which to focus, and questions for the students to answer. (Contains extended excerpts for student reading from "The Travels of Marco Polo.") (BT)

ED 464 845 SO 033 664

Crawford, Lorraine, Ed.
General Music 10-20-30. Guide to Implementation.
PUB DATE- 00
NOTE- 166p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; Foreign Countries; High School Students; High Schools; Learning Modules; *Music; *Music Activities; *Music Appreciation; *Music Education; Student Educational Objectives
IDENTIFIERS- *Alberta; *Curriculum Implementation; Music History

In Canada's province of Alberta, senior high school General Music 10-20-30 is a sequence of courses for students who are interested in a broad spectrum of musical experiences within a nonperformance-based environment but not interested in specializing in choral or instrumental performance. General Music 10, 20, and 30 courses are offered for 3 or 5 credits. Each general music course includes required and elective components. Each module contains the knowledge, skills, and attitudes that most students can achieve in 25 hours of instruction. Some modules are developed in a three level sequence. In these cases, the preceding level is a prerequisite to the succeeding one. The program modules are: (Required Components) Theory: Elements and Structures, Levels 1, 2, 3; Music Making, Levels 1, 2, 3; (Elective Components) Composition, Levels 1, 2, 3; History of Western Music, Levels 1, 2, 3; Music and Technology, Levels 1, 2, 3; World Music, Levels 1, 2, 3; Careers in Music; Jazz Appreciation; and Popular Music. The General Music 10-20-30 program is designed to help students develop competencies and strive for excellence in performing/listening, creating, researching, valuing, and attitudes. The student is involved as a performer, a listener, a critic, a consumer, a historian, a creator, and a composer. Music education should begin at an early age, be continuous, and encourage continuous creative expression. This guide presents an overview of the modules; information for planning and managing the music class; teaching strategies; and evaluations. Following the introduction, the eight modules are presented in depth. Includes five appendixes of additional

NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Bands (Music); Elementary Secondary Education; Evaluation Criteria; *Music Education; *Music Techniques; Public Schools; Surveys; *Textbook Evaluation
IDENTIFIERS- Band Directors

A survey explored the various band method books available for use with public school beginning band programs. The selection of a beginning band method has an affect on the curriculum and future musical growth and development of public school music education students. The first section surveys band methods for the concepts they cover, the choice of music they use to deliver those concepts, and the special resources and media offered in the series to assist the band director in the development of the students' band education. Beginning band methods are generally not created with a specific grade level in mind. As a result, band directors are required to become familiar with the curricular content and methodology presented in each band method. The second section discusses band supplements available for band directors to further develop the techniques and skills of their students. These supplements are surveyed based upon the organization of the text. For example, if a series is divided over 12 units, the concepts, music, and activities are discussed for each unit on an individual basis. If the supplement is a series of concert pieces available for purchase, the melodies and arrangements of the song series are discussed. The conclusion is the summary of the results found in the survey of the beginning band methods. It serves as a review and discussion of the materials listed in the survey. (Contains 2 graphs summarizing the survey and 14 references.) (BT)

ED 464 866 SO 033 808

Marsh, Christopher D.
The American Teacher and the Restoration of Society.
PUB DATE- 01
NOTE- 64p.; Master's Thesis, California University of Pennsylvania.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Educational Philosophy; Elementary Secondary Education; Futures (of Society); *Public School Teachers; *Public Schools; *Social Problems; *Teaching (Occupation)
IDENTIFIERS- *Educational Issues; First Amendment; Historical Background; *Societal Needs; Teaching Perspectives

This master's thesis assumes that the argument presented in "The American Paradox: Spiritual Hunger in an Age of Plenty" (D. G. Myers) is correct. The United States presently suffers from a social recession arising from the impoverishment of the human spirit. The thesis diagnoses four underlying causes of U.S. social ills: (1) science; (2) regime; (3) cultural attitudes toward teachers; and (4) a misunderstanding of the nature and purpose of education. The cumulative effect of these factors makes it impossible for public school teachers to do their job. Among the suggestions to solve this dilemma include striking the separation of church and state clause from the First Amendment. Only then will it be possible to establish the conditions necessary for the cultivation and preservation of the ideal teacher of the future. Without ideal teachers good schools are impossible. They are important instruments for

Patrick, John J.
Defining, Delivering, and Defending a Common Education for Citizenship in a Democracy.
PUB DATE- 02
NOTE- 34p.; Paper presented at the "Summit on Civic Learning in Teacher Preparation" (Boston, MA, May 15, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; Core Curriculum; Definitions; *Democracy; Elementary Secondary Education; Higher Education; Models; Social Studies; *Teacher Education
IDENTIFIERS- Common Education; Conceptual Frameworks; Educational Issues

As educators abroad have turned to U.S. colleagues for advice about how to teach democratic citizenship, U.S. educators have been challenged to think more carefully about what civic education is, how to do it, and how to justify it. This paper reflects and deliberates about three key questions: (1) What, exactly, is a common education for citizenship in a democracy? (2) How should a particular kind of common education for citizenship in a democracy be included in the K-12 curriculum and in the preparation of elementary and secondary school teachers through higher education? and (3) Why should a particular kind of education for citizenship in a democracy be implemented in K-12 schools and in programs for the education of teachers? The paper summarizes responses about the definition, delivery, and defense or justification of a common education for citizenship in a democracy. It includes discussion of a defensible definition of a common education for citizenship in a democracy; how to deliver or use the definition in K-12 schools and the preservice education of teachers; and why the definition, or something like it, should be in the core curriculum of K-12 schools and teacher education programs. The paper is intended to be a guide to education for citizenship in a democracy. (Contains 2 figures, 14 notes, and 48 references.) (BT)

ED 464 887 SO 033 846

Who Won the Cold War? A Learning Packet for Secondary Level Study.
PUB DATE- 00
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Enrichment; Foreign Countries; High Schools; *International Relations; Korean War; *Models; *Modern History; Primary Sources; *World Affairs; *World History
IDENTIFIERS- Cold War; United States; USSR

Realizing that the Cold War is a topic that often is neglected as time runs short at the end of a school year, a group of University of Kansas (Lawrence) educators sought to create effective classroom materials for secondary/community college instructors to teach about the Cold War. The group's main goal was to create a flexible model that encouraged study of the topic for the amount of time available. This Cold War learning packet provides materials and directions to guide students through a research and decision-making activity. Following a brief review of the Cold War period, the materials in the packet lead students to analyze a key Cold War event from both

Education; Knowledge Level; Program Effectiveness; *Secondary Education

Researchers conducted a comparative evaluation of HIV/AIDS education to examine alterations in practice and outcomes occurring within secondary education between 1994 and 2000. The study investigated the impact of reduced public emphasis on HIV/AIDS knowledge. Participants were students enrolled in the general health curriculum at a Pennsylvania university. They completed a self-administered survey that assessed demographics, basic knowledge of HIV/AIDS transmission and prevention, and the scope and magnitude of instruction received during secondary school. Data analysis indicated that the scope and efficiency of secondary level HIV/AIDS education resulted in a knowledgeable young adult population whose understanding of requisite information did not change significantly over 6 years. Most respondents received some type of HIV/AIDS education in secondary school. School-based instruction replaced television as the best source of information. Teaching responsibilities were consolidated more extensively with health educators, and information was presented more pervasively, in larger chronological units, and at an earlier grade level. (Contains 21 references.) (SM)

ED 464 909 SP 040 724

Strickland, Janet Smith; Corely, Aaron; Jones, Lindsay
Identifying Obstacles to Preservice Teacher Action Research: Two Case Studies.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies (Washington, DC, November 14-18, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Case Studies; Elementary Education; Gender Issues; Higher Education; Preservice Teacher Education; Self Evaluation (Individuals); Student Teacher Attitudes; Student Teachers; Teacher Student Relationship

This paper presents case studies of two elementary preservice teachers involved in action research. Both were participating in public school field experiences. They were given literature on action research in order to better understand the process, then they determined their areas of research interest. One student studied his interaction with male and female students in the classroom. The other examined how academic ability and seating location, as well as student gender, influenced her questioning of students and teacher-student interactions in general. To identify benefits of and obstacles to student teacher action research, both students answered questions about their experiences researching their own teaching. Both considered the word "research" frightening and had a hard time finding someone willing to complete the observations of their work. They both felt it was difficult deciding upon a problem to study. The biggest obstacle they faced was that teachers in the schools had limited, if any, knowledge of action research. Benefits included the opportunity to refine their observational and evaluative skills. Both respondents believed that preservice teachers already participate in action research, though informally. They felt that action research should be implemented, at least on a small scale, in teacher education programs. (SM)

Committee members (n=15) recorded the degree of emphasis they thought should be given to each objective across the 4 years. The framework of generalizability theory allowed the evaluation of validity of these approaches. The design of the data collection processes and the results of generalizability analyses provide good evidence of the validity of the mean emphasis ratings generated by the processes described in this paper. An appendix contains an example of the survey questions and responses. (SLD)

ED 464 929 TM 033 859

Terrell, Steven R.
The Use of Cognitive Style as a Predictor of Membership in Middle and High School Programs for the Academically Gifted.
PUB DATE- 02
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; Age Differences; Analysis of Variance; *Cognitive Style; *High School Students; High Schools; Interaction; *Middle School Students; Middle Schools; Regression (Statistics); *Screening Tests; Sex Differences
IDENTIFIERS- *Group Embedded Figures Test

This study investigated cognitive style as a screening mechanism for placing students in gifted education programs. Middle school (n=156) and high school students (n=94) were included in this study. Slightly fewer than half of the students had been previously identified as academically gifted, while the remainder were from the regular studies program. Approximately half of the students were female. Participants completed the Group Embedded Figures Test (GEFT), an instrument designed to measure cognitive style. A factorial analysis of variance showed no significant interactions between program type and school year on scores from the GEFT. Main effects, however, were significant for gender and program type. Students identified as gifted scored significantly higher than their counterparts in the regular education program, and males in both programs scored significantly higher than their female classmates. The data were entered into a logistic regression procedure to determine the probability of predicting a given student's program type based on his or her gender and GEFT score. The statistical software removed the gender variable and was able, using the GEFT score, to predict program type in 74% of the cases. Some cautions based on study design and the fact that cognitive style may change with age are discussed. (Contains 1 table and 12 references.) (SLD)

ED 464 930 TM 033 860

Fierros, Edward Garcia
Improving Performance? A Model for Examining the Impact of the AEPA Preparation Center in Arizona.
PUB DATE- 02
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002). Originally titled: "Improving Performance: A Model for Examining the Impact of the Teacher Education Skills Enhancement Center (TESEC) in Arizona."
LANGUAGE- English

in their degree of success, with some being consistently equivalent, some being more variable, and others being largely consistent but with notable deviations. (SLD)

ED 464 949 TM 033 880

Williamson, David M.; Johnson, Matthew S.; Sinharay, Sandip; Bejar, Isaac I.
Applying Hierarchical Model Calibration to Automatically Generated Items.
PUB DATE- 02
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Junior High School Students; Junior High Schools; Models; *Test Items
IDENTIFIERS- *Calibration; Hierarchical Analysis

This study explored the application of hierarchical model calibration as a means of reducing, if not eliminating, the need for pretesting of automatically generated items from a common item model prior to operational use. Ultimately the successful development of automatic item generation (AIG) systems capable of producing items with highly similar statistical properties may permit the development and implementation of adaptive on-the-fly testing. The study applied the related siblings model to mathematics item data from an experimental administration associated with a national testing program to explore the application of the model for calibrating operational data incorporating multiple items generated both from AIG and manual item generation. The sample consisted of 3,793 examinees in grade 8, distributed among 4 test forms. Results suggest that the inclusion of AIG generated items in item families will have a tendency to have item characteristic curves that are somewhat more variable than if the family consisted of the same item under repeated administration. However, this increased variability is neither assured, nor in most cases, even particularly pronounced. (Contains 2 figures, 1 table, and 13 references.) (SLD)

ED 464 950 TM 033 881

Shermis, Mark D.; Barrera, Felicia D.
Exit Assessments: Evaluating Writing Ability through Automated Essay Scoring.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 02
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002). Developed norms and project software at: http://coeweb.fiu.edu/fipsedemo.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Essays; Portfolios (Background Materials); *Scoring; *Test Scoring Machines; *Writing Ability
IDENTIFIERS- Project Essay Grade

This paper describes ongoing work in automated essay scoring that

ED 464 969 UD 034 978

Koball, Heather; Principe, Desiree
Do Nonresident Fathers Who Pay Child Support Visit Their Children More? New Federalism: National Survey of America's Families, Series B, No. B-44. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; Commonwealth Fund, New York, NY.
PUB DATE- 02
NOTE- 9p.; Also funded by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Support; *Fathers; One Parent Family; *Parent Child Relationship; Poverty
IDENTIFIERS- *Child Support Enforcement; National Survey of Americas Families; *Parent Visitation; Personal Responsibility and Work Opp Recon Act

This brief examines the relationship between increased child support enforcement and frequency of visitation between children and their nonresident fathers. Data come from the 1997 and 1999 National Survey of America's Families. The study emphasizes children of single mothers because children in such households face the greatest risk of long-term poverty. The study documents the frequency with which nonresident fathers visit their children and notes factors associated with more frequent contact between nonresident fathers and their children. It compares changes in frequency of visitation among families who are likely and unlikely to use child support enforcement services. Results find that children in poverty are particularly likely to live with single mothers and to see their nonresident fathers infrequently or never. Children with support orders who receive payments have more frequent contact with their nonresident fathers. Children born out of wedlock are less likely to visit their fathers than are children born in wedlock. Children born out of wedlock experienced increased visitation following implementation of the 1996 Personal Responsibility and Work Opportunity Reconciliation Act; however, this was true regardless of whether they were likely to use child support enforcement services. (Contains 14 references.) (SM)

ED 464 970 UD 034 981

Garfinkel, Irwin; McLanahan, Sara S.; Tienda, Marta; Brooks-Gunn, Jeanne
Fragile Families and Welfare Reform: An Introduction. JCPR Working Paper.
PUB DATE- 02
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Welfare; Family Structure; Fathers; Labor

within familiar contexts. Researchers conducting studies in the Pacific region face such challenges such as multiple languages and time zones, frequent shifts in political power, social interactions based on traditional extended family connections, great distances, and cultural factors varying from village to village. Understanding interpersonal relationships based on history, family ties, cultural connections, school affiliations, and community membership is key to accomplishing tasks in this region. In an effort to contravene cross-cultural barriers, researchers from Pacific Resources for Education and Learning (PREL) work in collaboration with the PREL Research and Development Cadre to create awareness of local cultural and political issues and propose effective methods of gaining pertinent, accurate information. This paper examines research steps: formulating the research question, writing the literature review, determining research methodology and design, pilot testing, sampling, designing the instrument, collecting data, considering gender and status issues, analyzing data, and drawing conclusions. It examines the Pacific Language Use in Schools Study, which investigates relationships between classroom practice and student reading achievement. Recommended strategies for conducting research in the Pacific region include building relationships and seeking community input, allowing for flexibility in the timeline, and developing multiple communication modes. (Contains 14 references.) (SM)

ED 464 990 UD 035 021

Baez, Benjamin
Affirmative Action, Hate Speech, and Tenure: Narratives about Race, Law, and the Academy.
PUB DATE- 02
NOTE- 204p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Affirmative Action; College Admission; *Diversity (Faculty); Equal Opportunities (Jobs); Federal Legislation; Higher Education; *Minority Group Teachers; *Racial Discrimination; *Tenure
IDENTIFIERS- *Hate Speech; Supreme Court

This book examines legal cases and related literature emerging from three academic practices: affirmative action in college admissions, the enforcement of hate speech codes, and the tenure of faculty of color. It considers these cases as cultural texts, revealing the role of courts and universities in circulating dominant discourses on race. By emphasizing the narrative aspect of these cases, the book uncovers assumptions about the judiciary process and its subjects. It argues that courts and schools are not disinterested arbiters designed to redress oppression, but rather producers of race knowledge who greatly influence what constitutes racial politics and identity. The six chapters focus on: (1) "Race and Law in the Academy: Hate Speech, Tenure, and Affirmative Action"; (2) "Discourse, Ideology, and Power: Discursive Practices in Academe and Law"; (3) "Hate Speech and the Power of Words"; (4) "Tenure and 'Intentions'"; (5) "The Stories We Tell: Law, Race, and Affirmative Action"; and (6) "Race and the Politics of the Axiomatic." Three appendixes present tenure, hate speech, and affirmative action cases. (Contains approximately 230 references.) (SM)

ED 464 991 UD 035 022

"State Developments in Child Care, Early Education, and School-Age Care 2000" and various reports published on this issue between 1997 and 1999. Information in the report was collected through written and telephone surveys with advocates or an administrator in each state. A draft was reviewed for verification by an advocate or a state child care administrator in each state. Following an introduction summarizing some of the findings and recent trends, the report provides information in the following areas for each state: (1) overall funding; (2) subsidy eligibility; (3) subsidy copayments; (4) subsidy reimbursement rates; (5) other subsidy policies; (6) tax credits; (7) training and compensation; (8) child care facilities; (9) licensing provisions; (10) infant and toddler care; (11) school-age care; (12) odd-hour care; (13) special needs care; (14) prekindergarten, Head Start, and collaboration; (15) early literacy; (16) other quality and supply initiatives; (17) planning and local involvement; (18) promoting business involvement; and (19) changes in child care administration. Information on respondents and related publications of the Children's Defense Fund complete the report. (Contains 8 data tables and 46 endnotes.) (KB)

ED 464 713 PS 030 313

McLaine, Pat; Galtens, Joanna
"Another Link in the Chain" Update: State Policies and Practices for Case Management and Environmental Investigation for Lead-Poisoned Children.
PUB DATE- 01
NOTE- 80p.; For "Another Link in the Chain", see ED 441 614.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Caseworker Approach; *Child Health; *Children; Environmental Influences; *Lead Poisoning; Medical Services; National Surveys; Prevention; Program Improvement; Public Health; *Public Policy; Special Health Problems; Standards
IDENTIFIERS- American Academy of Pediatrics; Case Management; Centers for Disease Control GA; Indicators; Medicaid; State Policy

This report details a national survey, conducted in 2000, to document changes since 1998 in policies and practices for case management and environmental investigation for lead poisoned children; the study also investigated the impact of the previous national survey in precipitating change. Participating in the survey were program directors or knowledgeable staff from all state programs, including the District of Columbia, and 19 local programs. Among the findings are that only 24 states require labs to report all blood lead levels (BLLs), not just elevated ones; there was an overall decline in reported numbers of children with elevated BLLs; only 14 states had developed linkages to enable health departments and Medicaid agencies to track screening among Medicaid beneficiaries; 20 states and 2 local programs are unable to provide minimal level case management services, and 25 state and 7 local programs are unable to meet current Centers for Disease Control guidelines for environmental investigations. Chapter 1 of the report is an executive summary of the methodology and findings of the study. Chapter 2 details the methodology and findings with recommendations made in four areas: (1) developing and maintaining an infrastructure for dealing with childhood lead poisoning, including developing a system of laboratory reporting, a system to identify new cases, and the ability to

This document represents the only issue of UNESCO International Clearinghouse on Children and Violence on the Screen's newsletter published in 2001. The report describes research findings concerning children and media violence, children's media use, and activities aimed at limiting gratuitous media violence. One article summarizes three workshops held at a European Commission Expert Seminar dealing with protecting minors from harmful content on the Internet and in video and computer games, protecting minors from harmful content in the television environment, and creating a "fair play" situation in television advertising directed at children. Future conferences dealing with children and media violence and global campaigns promoting children's rights are also described. A third article describes media literacy and participation programs in Argentina, Canada, Japan, and Spain. The report also reviews an anthology intended to provide a stimulus for adolescent discussion related to the construction of gender in television, advertising, and film. Recent findings on the depiction of rape in American television series are also presented. The report concludes with a list of relevant coming events. (KB)

ED 464 731 PS 030 346

Dekovic, Maja
Discrepancies between Parental and Adolescent Developmental Expectations.
PUB DATE- 02
NOTE- 56p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (9th, New Orleans, LA April 11-14, 2002).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Adolescent Attitudes; *Adolescent Development; *Adolescents; Age Differences; Attachment Behavior; Behavior Problems; Developmental Stages; *Developmental Tasks; *Expectation; Foreign Countries; Interpersonal Competence; Models; Parent Attitudes; Parent Child Relationship; *Parents; Personal Autonomy; Sex Differences; Social Adjustment; Surveys
IDENTIFIERS- Externalization; Internalization; Netherlands; Relationship Quality

Guided by a conceptual model linking discrepancies between parent and adolescent developmental expectations and adolescent adjustment and the quality of the parent-adolescent relationship, this study examined adolescent and parent beliefs about the age at which specific competencies should appear. Developmental timetables were grouped into personal tasks (accepting body changes, acquiring personal autonomy, finding reference values), relationship tasks (having a steady group of friends, being involved in a sexual relationship), and socio-institutional tasks (completing school, preparing for integration into work setting). Participating in the study were 508 Dutch families with adolescents from 12 to 18 years of age. Findings indicated that there was little agreement between adolescents' and parents' expectations, with adolescents consistently indicating earlier ages for the achievement of developmental tasks than both their parents. The greatest discrepancies appeared in early adolescence, with views of parents and adolescents gradually converging as adolescents became older. The highest levels of problem behavior were reported by adolescents who had earlier timetables than their parents. Presence of discrepancies predicted moderate

DESCRIPTORS- *Child Caregivers; Day Care; Elementary Education; *Occupational Information; Personnel Management; *School Age Day Care; *Standards; *Work Environment

Built on the premise that good school-age care jobs are the cornerstone of high-quality services for school-age youth and their families, this guide presents model work standards for school-age care providers. The guide begins with a description of the strengths and challenges of the school-age care profession. The model work standards are designed to be used to assist in articulating what school-age care providers need to have a high-quality work environment, to evaluate how a particular program measures up to providing a high-quality workplace, to assist in setting goals to improve job conditions and measure effectiveness, and to provide information for enlisting the wider community in advocating for the resources youth programs need to succeed. The model work standards are then presented, organized in 13 categories: (1) wages; (2) benefits; (3) job descriptions and evaluations; (4) hiring and promotions; (5) termination, suspension, severance, and grievance procedures; (6) program assignments, work hours, and planning time; (7) communication, team building, and staff meetings; (8) decision making and problem solving; (9) professional development; (10) professional support; (11) diversity; (12) health and safety; and (13) physical setting. Some standards indicate two possible levels of quality, a high-quality level and a striving level. Standards essential to a good adult work environment are designated. The guide's appendices include information for school-age program staff, directors, parents, boards of directors, and schools regarding the use of the model work standards; an explanation of the essential model work standards; procedures for calculating a self-sufficiency wage depending on the community; measures of program quality; and an action plan worksheet. (KB)

ED 464 750 PS 030 374

Parker, McCrae A.; Miller, Patti; Espejo, Eileen; Grossman-Swenson, Sarah
Fall Colors, 2001-02: Prime Time Diversity Report.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 02
NOTE- 49p.; For Fall Colors II, see ED 444 707. Also supported by The Atlantic Philanthropies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Comparative Analysis; Content Analysis; *Cultural Pluralism; *Diversity (Institutional); Ethnicity; Mass Media Effects; *Programming (Broadcast); Racial Distribution; Television Research
IDENTIFIERS- Diversity (Groups)

Television is an integral part of American culture, and has the ability to play a major role in shaping belief systems, particularly for the youngest and most impressionable viewers. This study is the third annual study of diversity of characters in prime time television programming. The study examined the first two episodes of each prime time entertainment series airing on the six broadcast networks. The findings indicate that despite ongoing emphasis, encouragement, and pressure on the part of media advocates, civil rights groups, government officials, and even some entertainment industry leaders, the networks have yet to produce a prime time season that is representative of the diversity that young people experience and will undoubtedly continue to experience as maturing adults.

Educational Philosophy; Montessori Method; Parent Teacher Cooperation; *Preschool Education; *Reggio Emilia Approach; Student Evaluation; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Montessori Schools; *Waldorf Schools

Waldorf, Montessori, and Reggio Emilia are three progressive approaches to early childhood education that appear to be growing in influence in North America and to have many points in common. This article provides a brief comparative introduction of these models and highlights several key areas of similarity and contrast. All three approaches represent an explicit idealism and turn away from war and violence toward peace and reconstruction. They are built on coherent visions of how to improve human society by helping children realize their full potential as intelligent, creative, whole persons. In each approach, children are viewed as active authors of their own development, strongly influenced by natural, dynamic, self-righting forces within themselves, opening the way toward growth and learning. Teachers depend on carefully prepared, aesthetically pleasing environments that serve as a pedagogical tool and provide strong messages about the curriculum and about respect for children. Partnering with parents is highly valued in all three approaches, and children are evaluated by means other than traditional tests and grades. However, there are also many areas of difference, some at the level of principle and others at the level of strategy. Underlying the three approaches are variant views of the nature of young children's needs, interests, and modes of learning that lead to contrasts in the ways that teachers interact with children in the classroom, frame and structure learning experiences for children, and follow the children through observation/documentation. The article concludes with a discussion of the methods that researchers apply to analyze the strengths and weaknesses of each approach. (Contains 43 references.) (Author/HTH)

ED 464 767 PS 030 406

Ceglowski, Deborah; Bacigalupa, Chiara
Keeping Current in Child Care Research--Annotated Bibliography: An Update.
PUB DATE- 02
NOTE- 57p.; In: Early Childhood Research & Practice: An Internet Journal on the Development, Care, and Education of Young Children, Spring 2002; see PS 030 400. Published biannually.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Journal Articles (080),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Attachment Behavior; Cognitive Development; *Day Care; Day Care Centers; Day Care Effects; Early Childhood Education; Early Intervention; Family Day Care; Inclusive Schools; Literature Reviews; Parent Caregiver Relationship; Social Development
IDENTIFIERS- Age Relevance; Day Care Quality

In 1987, the National Association for the Education of Young Children published "Keeping Current in Child Care Research: An Annotated Bibliography," by Carollee Howes, which reviewed child care research through 1987. In 1999, the Center for Early Education and Development updated the original review to include studies from 1987 to 1999. This update was created for participants in the second Annual Minnesota Child Care Research conference: Welfare Reform and the Lives of Children. The update is organized in the same format as the original related to the subject matter. A culminating workshop brought all participants together to begin developing integrated curriculum units for the next school year. A qualitative study of the institutes' impact on teachers' learning and classroom practices combined naturalistic inquiry during the institutes and follow-up interviews with 16 of the 33 participants. The four institutes varied considerably in extent of participants' exposure to Native culture, but all institutes succeeded in creating communities of learners. Teacher interviews were analyzed in terms of three facets of culturally relevant teaching: social relations, conceptions of self and others, and conceptions of knowledge. All participants reported an expanded understanding of their subject matter. However, only teachers in the village institutes, who experienced cultural immersion in local Native contexts, made substantial changes in their classroom practices and approaches to Native students. (Contains 16 references.) (SV)

ED 464 785 RC 023 507

Olatunji, Anane N.
High School Completion among Mexican-Origin Youths: Is Work Experience a Factor?
PUB DATE- 01
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Anglo Americans; Cultural Influences; Employment Experience; *High School Students; High Schools; *Hispanic American Students; Immigrants; *Mexican Americans; *Potential Dropouts; *Student Employment; White Students

The potential positive and negative effects of early work experience on adolescent well-being and educational attainment have been explored from developmental and zero-sum perspectives, respectively. However, both models assume that schooling is the normative experience and primary responsibility of adolescents, an assumption that may not be valid for immigrant Mexican youth. This paper uses data from the National Education Longitudinal Study, 1988-92, to estimate the effects of working during the 10th grade on the likelihood of graduating from high school two years later. The sample included 10,924 individuals, of whom 1,029 were of Mexican origin. Approximately 17 percent of the Mexican-origin youth were born outside the United States. Work intensity in the 10th grade, measured as hours worked per week, had significant negative effects on high school graduation rates for Mexican-origin youth born in the United States and for non-Hispanic whites, but had a positive effect on the graduation rate of immigrant Mexican-origin youth. The findings are discussed in terms of the drive and determination of voluntary immigrants and the protective value of their culture. An adolescent's attitude toward work, rather than work itself, may be the pivotal factor determining the effects of employment on high school graduation. (Contains 34 references.) (SV)

ED 464 786 RC 023 508

Hinkley, John W.; McInerney, Dennis M.; Marsh, Herbert W.
Positive and Negative Ability Beliefs among Navajo High School Students: How Do They Relate to Students' School Achievement Goals?
PUB DATE- 02
NOTE- 17p.; Paper presented at the Annual Meeting of the American

the villagers and oversee community development projects. Evaluation challenges, teacher recruitment and education, suggested program improvements, and issues of linguistic and cultural maintenance are discussed. The six minority groups are briefly described. (Contains photographs.) (SV)

ED 464 803 RC 023 549

Aksornkool, Namtip
Daughters of the Earth: Skills-Based Literacy Programme for Women, China. Education for All: Making It Work. Innovation Series.
PUB DATE- 95
NOTE- 37p.; Photographs may not reproduce adequately. Available in English and French. For number 7, see RC 023 548.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Agricultural Education; Economic Development; Empowerment; Foreign Countries; *Literacy Education; Material Development; *Relevance (Education); *Rural Education; Rural Women; Self Esteem; Sex Role; *Social Change; Vocational Education; *Womens Education
IDENTIFIERS- *China

Begun in the early 1990s, The Skills-Based Literacy Programme for Women aims to improve the lives of rural Chinese women by linking literacy education with skills training in agriculture and other forms of income generation. Xuan Wei County, Yunnan Province, was chosen as the seat of the project because of high female illiteracy rates and the need for improved agricultural skills to cope with the area's rugged terrain. Before the program, women accustomed to low status and endless labor did not see literacy as relevant to their lives, and men objected to their wives and daughters taking time from their work to attend classes. Project organizers and the All China Women's Federation carried out publicity campaigns to gain community support for women's education. Relevant instructional materials were produced within the regional context to show how women's economic self-reliance, self-confidence, self-respect, self-improvement, and status within society would be enhanced under four conditions: realistic portrayal of women's actual condition and double responsibilities as housekeepers and economic producers; provision of locally relevant knowledge skills to improve women's economic productivity; realization that this improved productivity would affect the balance of power between men and women, making it more equitable; and the lessening of women's domestic workload. Project evaluations and outcomes are discussed. A final section describes the program's philosophy of empowerment, the All China Women's Federation, and the "Sisters of a Thousand Yuan" award for successful women. (Contains photographs.) (SV)

ED 464 804 SE 065 140

Ozgun-Koca, S. Ash
The Graphing Skills of Students in Mathematics and Science Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Matthews-Lopez, Joy L.; Lopez-Permouth, Sergio R.; Keck, David
Implications of Mediated Instruction to Remote Learning in Mathematics.
PUB DATE- 02
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002). Supported by Ohio University, Center for Innovation in Technology for Learning and Department of Mathematics.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Style; *Computer Uses in Education; Higher Education; Mathematics Education; Teaching Styles; Technology Education
IDENTIFIERS- *Learning Environment

Mediated learning utilizes multimedia-based instructional modules to provide students with individualized access to information in alignment with their individual learning styles (Kinser, Morris, & Hewitt). In contrast with traditional pedagogy, the mission of the instructor in a mediated learning environment is to facilitate learning rather than to deliver information through lecturing. This fundamental difference in the role of the instructor in a mediated environment may set the stage to offer remedial mathematics courses via a remote learning model. The purpose of this study was to examine the feasibility of converting a specific remedial-level college math course from a traditional classroom-delivery model to a remote learning mode when learning was supported by mediated instruction. A commercially prepared mediated-learning system that featured Web-based classroom management with a CD-ROM based instructional delivery platform was used for this project. Appended are related materials from study including course evaluation forms and basic skills test. (Author/YDS)

ED 464 828 SE 066 112

Diakidoy, Irene-Anna N.; Kendeou, Panayiota; Ioannides, Christos
Reading about Energy: The Effects of Text Structure in Science Learning and Conceptual Change.
PUB DATE- 02
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002). Support provided by the Cypriot Ministry of Education and Culture.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; *Constructivism (Learning); Elementary Education; *Energy; Foreign Countries; *Reading; *Science Instruction; Teaching Methods; Textbooks
IDENTIFIERS- Conceptual Change; Greece

The present study investigated the effects of text structure in the acquisition of the concept of energy and the overcoming of specific preconceptions associated with it. Cypriot sixth-grade students read either a simple expository text that presented factual information or a refutation text that, in addition to the factual information, it also explicitly addressed two common preconceptions and proceeded to refute them. Both texts were used as adjuncts to the standard science instruction that is typically provided in the Cypriot elementary school.

information. (BT)

ED 464 846 SO 033 665

Alberta's International Education Strategy.
PUB DATE- 01
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Global Approach; *International Cooperation; *International Education; Multicultural Education; Postsecondary Education
IDENTIFIERS- Alberta; Global Awareness; Globalization

Globalization is driving rapid change in knowledge, skills, and innovation. The economic well-being of future generations of Albertans depends on investment in education today to ensure that the knowledge and skills acquired continues to be in demand in international communities. International student recruitment in both the basic education and post-secondary sectors, and international marketing of Alberta expertise in education and training programs and services, provide net economic benefits to the Canadian province. The Alberta International Education Strategy will provide direction to Alberta Learning and other government departments, help coordinate the many international initiatives already underway, and support increased activity in this field. The Government of Alberta has recently established a Framework for Alberta's International Strategies. This document provides a context; gives the purpose of the International Education Strategy; presents a vision for Alberta's International Education Strategy; cites principles for the strategy; lists six objectives for the strategy; suggests activities in support of the objectives; and discusses resourcing Alberta's International Education Strategy. Appended are actions that were suggested during summer 2000 consultations. (BT)

ED 464 847 SO 033 709

Unit Planning Grids for Music: Grade 9-12 Basic.
PUB DATE- 02
NOTE- 25p.; For planning grids for grade 9-12 advanced, see SO 033 710.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; High School Students; High Schools; *Music Activities; *Music Appreciation; *Music Education; *Planning; *State Standards; Student Educational Objectives
IDENTIFIERS- *Delaware; Performance Indicators

This unit planning grid outlines the expectations of Delaware high school students for basic music studies. The grid identifies nine standards for music: (1) students will sing, independently and with others, a varied repertoire of music; (2) students will perform on instruments, independently and with others, a varied repertoire of music; (3) students will improvise melodies, variations, and accompaniments; (4) students will compose and arrange music within specific guidelines; (5) students will read and notate music; (6) students will listen to, describe, and analyze music and music restoring society by their potential to create citizens who are not only the best on the basis of virtue but also in relation to the U.S. regime. The thesis employs the classical research method, sometimes called the "Great Books" approach, to support and clarify arguments. (Contains 40 references.) (BTU)

ED 464 867 SO 033 809

Social Studies Standards: End of Grade Cluster Benchmarks--Performance Indicators, Grades K-5.
PUB DATE- 01
NOTE- 97p.; For related Delaware social studies standards, see SO 033 810 and 811.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Benchmarking; Civics; Curriculum Development; Economics; Elementary Education; Elementary School Students; Geography; History; *Social Studies; *State Standards; Student Educational Objectives; Student Evaluation
IDENTIFIERS- *Delaware; *Performance Indicators

This guide to Delaware social studies standards for grades K-5 is intended to help and support local school districts in their development of a standards-based curriculum. The guide cites four civics standards, providing end of cluster expectations (listing areas which will serve as the basis for student assessment) and performance indicators for several topics, according to grade level. It repeats this format for four geography standards, four economics standards, and four history standards. The guide's state standards, benchmarks, and performance indicators comprise a framework designed to identify themes, skills, and knowledge that the students of Delaware are expected to know in each of the four disciplines of the social studies. Each of the standards emphasizes a process of reasoning and skill development that requires schools to develop course content. The guide also contains a glossary of social studies terms. (BT)

ED 464 868 SO 033 810

Social Studies Standards: End of Cluster Benchmarks--Performance Indicators, Grades 6-8.
PUB DATE- 01
NOTE- 103p.; For related Delaware social studies standards, see SO 033 809 and 811.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Benchmarking; Civics; Curriculum Development; Economics; Elementary School Students; Geography; History; Intermediate Grades; Junior High School Students; Junior High Schools; *Social Studies; *State Standards; Student Educational Objectives; Student Evaluation
IDENTIFIERS- *Delaware; *Performance Indicators

This guide to Delaware social studies standards for grades 6-8 is intended to help and support local school districts in their development of a standards-based curriculum. The guide cites a Soviet and U.S. point of view, using a variety of primary sources. The key event is analyzed using the packet's Cold War Def Con model. The students decide to what level of conflict the event brought the superpowers. The final analysis phase uses this understanding and places the key event into the context of the entire time period, through a series of questions, including, "Who Won?" Included in the learning packet is one event example about the Korean War and copies of primary source documents for the appropriate categories. The packet includes a suggested performance assessment; extension ideas; the Def Con Model; an overview of the Cold War; a timeline of key Cold War events; a Cold War glossary; an extensive Cold War bibliography; instructions to students; various activities; and primary sources (reading materials). (BT)

ED 464 888 SO 033 847

Davis, Josephine Barry
Globalization of Social Studies in Early Childhood Education.
PUB DATE- 01
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (81st, Washington, DC, November 15-18, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Early Childhood Education; *Geography; *Global Approach; *History; *Social Studies; Space; Time; *Young Children

This paper offers ways of introducing young children to global history and geography at the age of four when they traverse a period of intuitive sensitivity to time and space. Through this instruction they develop lasting interest in history and geography. The curriculum used, "The First Frontier," presents space as world geography and time as the history of its people, in keeping with the child's time-space world view. The curriculum guides children through various time periods and world geographical locations. (Contains 13 references.) (BT)

ED 464 889 SO 033 849

Hardy, Beatriz, Ed.; Gorn, Cathy, Ed.
Revolution, Reaction, Reform in History. National History Day 2002.
PUB DATE- 02
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Historical Materials (060)
DESCRIPTORS- Curriculum Enrichment; *Local History; Middle Schools; Secondary Education; *Student Research; Thematic Approach; Thinking Skills; *United States History; *World History
IDENTIFIERS- Contests; *National History Day

National History Day, a year-long educational program, fosters academic achievement and intellectual growth. In addition to acquiring historical knowledge and perspective while developing entries and competing in a series of district, state, and national contests, students develop critical thinking and problem-solving skills that help them manage and use

ED 464 910 SP 040 726

Status of Physical Education in the USA: Shape of the Nation Report, 2001.
PUB DATE- 02
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Accountability; *Class Size; Elementary Secondary Education; Physical Activities; *Physical Education Teachers; *State Standards; Teacher Certification; Teacher Qualifications

This report describes the current state of U.S. physical education (PE) to help determine the mandate and availability of PE programs by state; PE teacher qualifications; curricular standards; class size; and accountability for student achievement. Information comes from surveys of PE directors/consultants in all 50 states and the District of Columbia (DC). Surveys requested information about the PE mandate, state standards, student assessment, substitutions for PE, time allocations, teacher licensing, and current concerns. Only two states do not have PE mandates, though in many states, the mandate requires only that PE be provided and local districts provide content and format guidelines. Only one state requires daily PE for all students. In most states, certified PE specialists are recommended, but classroom teachers teach elementary PE. In nearly 40 states, certified PE specialists are required to teach middle and high school PE. Only six states do not require continuing education to maintain teacher licensure. Only four states have or are developing PE content standards. Most states allow a PE teacher student ratio of 1:30. PE is being assessed by state approved assessment in five states and DC. Physical fitness is being assessed in seven states and DC. Ten recommendations are presented. Summary information by each state is included. (SM)

ED 464 911 SP 040 728

McCarty, Teresa L.
A Place To Be Navajo: Rough Rock and the Struggle for Self-Determination in Indigenous Schooling. Sociocultural, Political, and Historical Studies in Education.
PUB DATE- 02
NOTE- 229p.; With photographs by Fred Bia. Supported by Kellogg National Fellowship Program, University of Arizona Foundation, and University of Arizona College of Education Research Incentive grant.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; Community Control; *Community Schools; *Culturally Relevant Education; Elementary Secondary Education; Minority Group Teachers; *Navajo (Nation); *Self Determination; *Tribally Controlled Education
IDENTIFIERS- *Rough Rock Demonstration School AZ

This book presents the voices of Navajo parents, students, educators, administrators, school board members, and politicians in Rough Rock, Arizona, home of a community based school for American Indian students. The Rough Rock Demonstration School, started in 1966, is lauded as an exemplary "experiment" in American Indian education. It was the

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Feedback; Higher Education; *Licensing Examinations (Professions); Models; *Preservice Teachers; *Teacher Education; *Test Coaching
IDENTIFIERS- Arizona

This paper provides information about the efficacy of a model for preparing teacher candidates for the Arizona teacher licensure examination (i.e., Arizona Educator Proficiency Assessments AEPA). The model includes test familiarization, drill and practice with feedback, training in strategies for specific item types, and general test preparation. Surveys and phone interviews were conducted to identify students' existing level of teacher preparation and skills, course grades, and prior teaching experience. The study sample included 79 teacher education candidates who reported using AEPA Prep Center test preparation results. The systemic multi-step investigation found that students who engaged in the test preparation activities reported greater levels of preparedness for the AEPA. Students reported that drill and practice with feedback represented the most important test preparation activity. No differences in levels-test preparedness or test-passing rates were found between traditional four-year students, nontraditional four-year students, and community college transfer students. An appendix describes AEPA Preparation Center Specialized Services. (Contains 1 table and 29 references.) (Author/SLD)

ED 464 931 TM 033 861

Miyazaki, Yasuo
Johnson-Neyman Type Technique in Hierarchical Linear Model.
PUB DATE- 02
NOTE- 66p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Mathematical Models; Prediction; *Regression (Statistics)
IDENTIFIERS- *Hierarchical Linear Modeling; *Johnson Neyman Technique; Mathematica

One of the innovative approaches in the use of hierarchical linear models (HLM) is to use HLM for Slopes as Outcomes models. This implies that the researcher considers that the regression slopes vary from cluster to cluster randomly as well as systematically with certain covariates at the cluster level. Among the covariates, group indicator variables at the cluster level, which classify the cluster units into several groups, are often found to be significant predictors. If this is the case, the average relationships between the outcome and a key independent variable are different from group to group. Then the question arises, "At what range of the independent variable is the outcome statistically significantly different between groups?" The Johnson-Neyman (J-N) technique answers this kind of question in analysis of covariance (ANCOVA) settings. In the multi-level modeling context, the F-test, which is used in ANCOVA, cannot be applied because the assumption of homogeneity of variance within cluster units is violated in most cases of data that have multi-level structure. Instead, the approximate will extend the applicability of models that are currently used for short-essay documents (i.e., less than 500 words). Sponsored by the Fund for Improvement of Post-Secondary Education (FIPSE), the project would create norms for documents that might normally be found in an electronic portfolio such as critiques, self-reflective writing, reports of empirical research, and technical reports. These norms and the software are posted on a Web site and will be made available at no cost for a period of 5 years. The paper describes the project, the desired use of electronic portfolios, and the four major automated essay scoring programs: (1) Project Essay Grade; (2) IntelliMetric; (3) Intelligent Essay Assessor; and (4) e-rater. How this technology can help evaluate postsecondary general education/principles of undergraduate learning is also discussed. (Contains 19 references.) (Author/SLD)

ED 464 951 TM 033 882

Good, Robert
Using Discriminant Analysis as a Method of Combining Multiple Measures of Student Performance.
PUB DATE- 02
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Attendance; Grade Point Average; Mathematics Tests; *Middle School Students; Middle Schools; Reading Tests; Standardized Tests
IDENTIFIERS- Colorado Student Assessment Program; *Multiple Measures Approach; *Predictive Discriminant Analysis

Current methods of combining multiple measures of student performance have been subjective and have lacked evidence of external validity. This study examined the use of predictive discriminant analysis (PDA) as a means of finding the best combination of variables to predict performance on a standards-based mathematics assessment. Data from 261 eighth-grade middle school students were analyzed. Predictor variables included: (1) attendance rate; (2) grade point average; (3) a locally developed mathematics assessment; (4) a standardized reading assessment; and (5) the mathematics and reading subtests of a standardized achievement test. The grouping variable was the attained level on the Colorado Student Assessment Program (CSAP). Results indicate that the four performance levels posited by the CSAP authors were not predicted accurately. After the data were dichotomized into Proficient and Not Proficient categories, the combination of grade point average, locally developed mathematics assessment, standardized reading assessment, and two of the mathematics achievement subtests was the best in terms of accounted variance and classification accuracy. The use of a PDA for the purposes of objectively combining multiple measures of student performance was supported. The information generated by this method and its advantages are discussed in the context of educational decision making. (Contains 36 references.) (Author/SLD)

ED 464 952 TM 033 883

Adams, Stephen T.
Use of a Computer Environment To Analyze the Coherence of Argumentation about Policies Proposed To Ameliorate Global

Market; Marital Status; *Parent Responsibility; *Parenting Skills; Public Policy; Unwed Mothers; Urban Areas; *Welfare Reform
IDENTIFIERS- California (Oakland); Maryland (Baltimore); Michigan (Detroit); New Jersey (Newark); Pennsylvania (Philadelphia); Personal Responsibility and Work Opp Recon Act; Texas (Austin); Unwed Fathers; Virginia (Richmond)

This paper summarizes a collection of papers in a special issue that examines what resources and capabilities parents likely to be affected by Temporary Assistance for Needy Families have; whether these parents are likely to be good parents; the nature of parents' relationships and whether they will be able to cooperate in raising their children; whether greater father involvement is good for mothers and children; the nature of local policy and labor market environments; how 1996 the Personal Responsibility and Work Opportunity Reconciliation Act is being implemented; and supports available to families outside welfare. Papers are based on data from a new study of "Fragile Families and Child Well-Being," which follows a new birth cohort of 4,700 children in 20 cities nationwide. These papers examine data collected from parents at birth in Austin, Texas; Baltimore, Maryland; Detroit, Michigan; Newark, New Jersey; Oakland, California; Philadelphia, Pennsylvania; and Richmond, Virginia. The 13 papers (in two volumes) are divided into five sections on study descriptions and study questions; capabilities and circumstances of unwed parents; the effects of father involvement; parents' relationships; local policy environments in the cities; paternity establishment; and the effects of policies on family formation. (Contains 70 references.) (SM)

ED 464 971   UD 034 984

Housman, Naomi G.; Martinez, Monica R.
A Brief for Practitioners on Turning Around Low-Performing Schools: Implications at the School, District, and State Levels.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 14p.; Highlights of the Regional Forum on Turning Around Low-Performing Schools (Philadelphia, PA, November 9-10, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Cultural Context; *Educational Change; *Educational Improvement; Elementary Secondary Education; *High Risk Students; Low Achievement; Poverty; School Community Relationship; Teacher Collaboration
IDENTIFIERS- *Low Performing Schools

In 2000, the U.S. Department of Education and the Consortium for Policy Research in Education invited a range of people involved in schoolwide improvement to the Regional Forum on Turning Around Low-Performing Schools. Participants examined the responsibilities of federal, state, and local entities to do what is needed for students in high poverty communities to reach levels of academic excellence. This brief captures highlights of the conversation among participants that directly address the concerns of practitioners working at the local level. It begins by discussing the foundation and themes for engaging in whole school improvement. Participants shared the strategies and lessons learned from their engagement with schoolwide reform, focusing on three themes: the process of change requires sustained commitment and collaboration across

Filer, Randall K.; Munich, Daniel
Responses of Private and Public Schools to Voucher Funding: The Czech Experience. Revised.
SPONS. AGENCY- Institute for Human Sciences, Vienna (Austria).
PUB DATE- 01
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Vouchers; Elementary Secondary Education; Foreign Countries; *Private Schools; *Public Schools; School Choice
IDENTIFIERS- *Czech Republic

This paper examines the post-Communist Czech Republic in order to investigate the possible consequences were a major U.S. state to adopt universal education vouchers. Although public schools in the Czech Republic were relatively good post-communism, there was an initial surge in demand for private alternatives. Private schools appear to have arisen in response to distinct market incentives. They are more common where public school inertia has resulted in an undersupply of available slots and where the public schools appear to be doing a worse job in their primary educational mission, as demonstrated by the success rate of academic high schools in obtaining admission to the top universities for their graduates. There is evidence that public schools facing private competition do improve their performance. They spend more of their resources on classroom instruction and significantly reduce class size. Evidence from the adoption of the Czech nationwide voucher scheme supports the claim of advocates for such systems. Private schools supported by vouchers increased educational opportunity and spurred public schools to improved performance. They also spurred public schools to engage in bureaucratic maneuvering designed to preserve their entrenched position. (Contains 11 tables and 43 references.) (SM)

ED 464 992 UD 035 023

Filer, Randall K.; Munich, Daniel
Public Support for Private Schools in Post-Communist Central Europe: Czech and Hungarian Experiences.
SPONS. AGENCY- Institute for Human Sciences, Vienna (Austria).
PUB DATE- 01
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Vouchers; Elementary Secondary Education; Foreign Countries; *Private Schools; Public Schools; School Choice
IDENTIFIERS- *Czech Republic; Hungary; *Reform Efforts

This paper discusses public support for private education and educational vouchers in post-Communist Hungary and the Czech Republic, which support nonstate schools extensively. Although public schools were relatively good in these countries post-Communism, there was a surge in demand for private alternatives. The paper examines changing market incentives and traces the development of nonstate schools, as well as other education reforms, in these two countries since 1989. It notes factors influencing the establishment of nonstate schools, providing preliminary evidence regarding the role of such identify children enrolled in Medicaid; (2) availability of adequate resources for secondary prevention efforts, including reimbursement for case management and environmental investigation; (3) ability of Childhood Lead Poisoning Prevention Programs (CLPPPs) to assure follow-up care by following Centers for Disease Control recommendations for blood lead level triggers, by increasing dust testing, and incorporating case close-out criteria; and (4) changing practices since the last national survey, focusing on program self-evaluation. A list of abbreviations is appended to Chapter 2. Chapter 3 presents individual state and local progress reports, focusing on key indicators of a competent childhood lead poisoning prevention program. (KB)

ED 464 714 PS 030 314

Molloy, Brenda
Still Going Strong: A Tracer Study of the Community Mothers Programme, Dublin, Ireland. Early Childhood Development: Practice and Reflections. Following Footsteps.
PUB DATE- 02
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Programs; *Early Intervention; Economically Disadvantaged; Followup Studies; Foreign Countries; Home Programs; *Home Visits; *Mothers; Parent Child Relationship; *Parent Education; *Parenting Skills; Program Effectiveness; Volunteers; Young Children
IDENTIFIERS- Ireland (Dublin)

Home visiting is the strategy used by the Community Mothers Programme to enhance parenting skills of first-time mothers from economically disadvantaged areas in Dublin, Ireland. The home visitors are all women from the community who volunteer to visit parents in their homes once a month for 1 hour over a 12-month period. In a 1989 evaluation, 232 first-time mothers were randomly selected to be in either a group receiving the program or in a control group that did not. The study, conducted when their infants were 1-year-old, showed favorable outcomes for the program families compared with control families in areas such as maternal self-esteem, maternal and child nutrition, developmental stimulation, maternal morale and well-being, and immunization. Seven years later, when the children were age 8, a follow-up study traced one-third of the families from the 1990 study. A major finding was the persistence of superior parenting skills among the program families. Children whose mothers had been in the program were more likely to read books, to visit the library regularly, and to have better nutritional intake than children in the control group. Mothers had higher levels of self-esteem. They were also more likely to oppose smacking their child, to have developed strategies to help them and their children deal with conflict, to enjoy participating in their children's games, to have better nutritional intake, and to express positive feelings about motherhood. (The follow-up study questionnaire is appended. Contains 11 references.) (KB)

ED 464 715 PS 030 315

De Vita, Carol J.; Twombly, Eric C.; Montilla, Maria D.
Toward Better Child Care Worker Compensation: Advocacy in Three States.

disruption in the mother-adolescent relationship. The pattern of results was stronger for mothers than for fathers. (Includes copies of 21 PowerPoint overheads used during the presentation.) (KB)

ED 464 732 PS 030 350

Ho, Rose
Implementing Project Approach in Hong Kong. Preschool.
PUB DATE- 01
NOTE- 123p.; Sponsored by Quality Education Fund, Hong Kong.
LANGUAGE- Chinese; English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; *Early Childhood Education; Foreign Countries; Multilingual Materials; *Preschool Children; Preschool Curriculum; *Preschool Education; *Professional Development; Program Descriptions; *Student Projects; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- Emergent Curriculum; Hong Kong; *Project Approach (Katz and Chard)

The primary objective of this action research was to shift the teaching method used by preschool teachers in Hong Kong from a teacher-directed mode by training them to use the project approach. The secondary objective was to measure children's achievement while using the project approach, focusing on their language ability, social development, and self-initiated learning. Teacher supervisors received training on the project approach, including training in brainstorming, questioning techniques, drama and learning, and emergent curriculum. Participating in the action research were 12 children from 3 experimental centers. Data were collected by videotaping classroom activities and reviewing teachers' journals, children's portfolios, and project books. Findings suggest that children became more capable in language comprehension and expression as they carried out their own project work. By the end of the classroom project, 87 percent of the class showed interest in the project and 35 percent were able to generate solutions to problems. Over half the children were able to cooperate with classmates at the end of the project, and 86 percent were eager to participate in group activities. Examination of the project books showed that teachers were moving from a teacher-directed mode to a more children-directed paradigm. Teachers' journals noted that teachers became more aware of giving children ample opportunities to explore and to learn from their own mistakes. (Contains 18 references.) (KB)

ED 464 733 PS 030 353

Helburn, Suzanne; Bergmann, Barbara
Supplementary Information To Accompany America's Child Care Problem: The Way Out.
PUB DATE- 02
NOTE- 27p.; For "America's Child Care Problem: The Way Out," see ED 459 009.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Caregiver Training; Child Health; Child Safety; Comparative Analysis; *Day Care; Day Care Centers; Day Care Effects; *Disabilities; Early Childhood Education; Family Day Care; Public Policy; Social

Among the major findings are the following: (1) family structures are more obvious for white youth than for youth of color; (2) a majority of white youth were shown interacting with their parents but only a fourth of Latino youth were shown doing the same; (3) African American families served exclusively as the focus of situation comedies; (4) marital and parental status was more easily identifiable for women than men; (5) gay and lesbian characters are increasingly visible, with white males playing the majority roles; (6) disabled characters are increasingly visible, also with white males playing the majority of roles; (7) positions such as service workers, unskilled laborers, and criminals were played only by persons of color; and (8) whites and Asian/Pacific Islanders were portrayed more often as professionals; African American and Latino characters were more often portrayed as law enforcement; and Native Americans were typecast as spiritual advisors. (HTH)

ED 464 751 PS 030 375

Scarupa, Harriet J.
Research in the Service of America's Children: Annual Report, 2001.
PUB DATE- 02
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Children; Early Parenthood; Fathers; *Information Dissemination; Poverty; Program Descriptions; *Public Policy; *Research Projects; School Readiness; Social Indicators; State Programs; Welfare Reform; *Well Being; Youth Programs
IDENTIFIERS- Indicators

Child Trends is a organization with the overarching mission of improving the lives of children and families by providing research-based information to inform policy and programs that affect children's lives and their future prospects. This annual report details the organization's accomplishments for the year 2001. The report begins with a letter from the president and the board chair highlighting the establishment of two new areas of research: early childhood development and child abuse, neglect, and family violence. The letter also accentuates the organization's research productivity, the expansion of the public information agenda, strengthening of the organization's infrastructure, the increased role of the board of directors in shaping organizational policy and direction, and the commitment to aggressively seek unrestricted funds. Following introductory remarks, the report highlights recent work to develop, analyze, synthesize, and disseminate research-based information on children and families, offering examples of work for: (1) the federal government, focusing on the impact of welfare reform on children and the development of fatherhood indicators; (2) states, stressing the impact of policy changes and monitoring state program outcomes; (3) cities and communities, including the documentation of progress and setbacks and applying research to reduce teen births in the District of Columbia; (4) foundations, featuring research on school readiness to inform funding decisions and research to inform youth development programs; and (5) the media, spotlighting the impact of welfare reform on teens, and providing information on the structure of the American family. The report concludes with lists of recent Child Trends publications, publications with Child Trends bibliography. The first four sections review research that continues to address questions raised in the 1970s: Will child care attendance be harmful to the child? What benefits do children receive from child care? Can child care serve as an effective intervention program in the short and long term? For example, included are recent data from the Abecedarian project, a longitudinal study begun in 1972 detailing the effectiveness of child care as an intervention for at-risk children. The next five sections of the update highlight studies that address research questions begun in the 1980s: What features distinguish high- from low-quality child care? What are the effects of age of entry, length of day, and total time in child care? What is the relation between family factors and child care? These sections include information from several well-known studies that have greatly influenced how we think about child care, such as the Cost, Quality, and Outcomes Study; the Florida Quality Improvement Study; and the National Child Care Staffing Study. Finally, new sections were created in the update for studies on family child care and on inclusive settings. These two areas have been studied extensively since 1987, with enough research to warrant separate sections for each. (HTH)

ED 464 768 PS 030 407

Berry, Julia H.; Allen, Elizabeth H.
Faces to the Window: "The Construction Project."
PUB DATE- 02
NOTE- 34p.; In: Early Childhood Research & Practice: An Internet Journal on the Development, Care, and Education of Young Children, Spring 2002; see PS 030 400. Published biannually. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Building Trades; *Class Activities; Construction (Process); Documentation; Grade 1; Primary Education; Reflective Teaching; *Student Projects; Teaching Methods
IDENTIFIERS- Project Approach (Katz and Chard)

A view of construction from the window of a first-grade classroom was the catalyst for a multi-grade, multidisciplinary curriculum project at St. Patrick's Episcopal Day School in Washington, DC. This article provides background information on the school and the project, and details the students' work. The project description includes how the project gradually came to encompass teachers and children throughout the school; the teacher's colleagues in technology, science, art, religion, and music as well as children in the nursery school, kindergarten, and grades 5 and 6 worked with the first-grade students on different portions of the project. The article includes captioned photographs documenting the construction site and the students' work. (Author/HTH)

ED 464 769 RC 023 459

O'Neal, Linda; Cox, Dana
Then and Now: Small Rural Schools Revisited.
PUB DATE- 02
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Brain Drain; Community Schools; Disadvantaged Youth;

Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Achievement Need; Ethnic Stereotypes; *High School Students; High Schools; *Navajo (Nation); *Self Efficacy; *Student Attitudes; Student Surveys; Traditionalism; Underachievement
IDENTIFIERS- Academic Self Concept; *American Indian Students; *Social Identity

This paper draws on the stereotype threat hypothesis and social identity theory to examine the influence of positive and negative ability beliefs on Navajo students' achievement goals. Data were collected on 829 Navajo students in two reservation high schools. The results support the notion that Navajo students hold both positive and negative ability beliefs about school; positive and negative ability factors were negatively correlated but only moderately, suggesting a more complex relationship than expected. Positive ability belief was positively correlated with mastery and performance approach factors and negatively correlated with the performance avoidance factor. Negative ability belief was positively correlated with the performance avoidance factor but was not related to the mastery and performance approach factors. Positive ability belief was positively related to grade point average and negatively related to absences; the reverse was found for negative ability belief. Positive ability belief was not related to gender or strength of social identity (traditionalism, as indicated by remote location and Navajo language use). The findings do not support the hypothesis that a stronger social identity results in more positive ability beliefs and greater academic achievement. (Contains 24 references.) (SV)

ED 464 787 RC 023 509

Carter, Carolyn S.; Robinson, Ruby
"Can We Send Some of the Money Back Home to Our Families?" Tensions of Transition in an Early Intervention Program for Rural Appalachian Students.
PUB DATE- 02
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Bound Students; *College Freshmen; *College Preparation; Economically Disadvantaged; *First Generation College Students; Higher Education; *Rural Youth; Scholarships; *Student Adjustment; Student Attitudes; Student Experience; Student Financial Aid; Transitional Programs
IDENTIFIERS- Appalachia; *Kentucky (East)

This paper explores issues surrounding the interplay of college preparation, financial assistance, cultural norms, and transition to college for Appalachian first-generation college students from low-income rural families. The Robinson Scholars Program aims to significantly improve the college-going rate in 29 counties in eastern Kentucky. The program uses a highly competitive application process to identify scholarship recipients in the eighth grade, awards scholarships covering

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Graphing Calculators; *Graphs; Mathematics Education; Science Education; Skill Development; World Wide Web
IDENTIFIERS- ERIC Digests

Graphical representations play an important role in both science and mathematics education. Graphs can summarize very complex information or relationships very effectively. Although graphs are explicitly taught in mathematics classrooms as an end in themselves, many subject areas such as science or social studies utilize graphs to represent and interpret relationships. So being able to interpret or construct graphical representations is a crucial skill for every student whether or not they want to pursue science- or mathematics-related careers. However, many researchers detected that many students lack graphing skills. This digest explains research findings and contains a brief annotated bibliography of Internet sites on how to improve graphing skills. (AA)

ED 464 805 SE 065 394

Kumar, David D.; Ramasamy, Rangasamy; Stefanich, Greg P.
Science Instruction for Students with Visual Impairments. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cognitive Style; Disabilities; Educational Strategies; Elementary Secondary Education; *Science Instruction; *Teaching Methods; *Visual Impairments; *Visualization
IDENTIFIERS- ERIC Digests

This digest presents instructional strategies to accommodate visually impaired students in science classrooms and provides classroom examples for physical science, chemistry, and biology courses. The article concludes that prospective science teachers must become skilled in using resource materials and adaptive technologies that facilitate the accommodation of visually impaired students over the longer term. (Contains 19 references.) (YDS)

ED 464 806 SE 065 587

Zoltek, S. M.; Dick, S. S.
A Graphically Motivated, Non-Calculus Derivation of Formulas for Linear Regression.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Graphing Calculators; Higher Education; Mathematics Education; *Problem Solving; *Regression (Statistics); Teaching Methods

Students who read the refutation text outperformed students who read the expository text and students who received standard instruction only both in terms of overall learning as well as conceptual change. In contrast, the influence of the expository text was negligible and generally comparable to that of standard instruction. The implications of these results for instructional practice aimed at promoting conceptual change were discussed. Energy test is appended. (Contains 43 references.) (Author/YDS)

ED 464 829 SE 066 113

Spinner, Howard; Fraser, Barry J.

Evaluation of an Innovative Mathematics Program in Terms of Classroom Environment, Student Attitudes, and Conceptual Development.

PUB DATE- 02

NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Constructivism (Learning); Curriculum Development; *Grade 5; Innovation; Intermediate Grades; Mathematics Education; *Student Attitudes

IDENTIFIERS- Constructivist Learning Environment Survey; Individualized Classroom Environment Questionnaire

Dull classroom environments, poor students' attitudes and inhibited conceptual development led to the creation of an innovative mathematics program, the Class Banking System (CBS), which enables teachers to use constructivist ideas and approaches. To assess the effectiveness of the CBS, actual and preferred versions of the Individualized Classroom Environment Questionnaire (ICEQ), the actual version of the Constructivist Learning Environment Survey (CLES), the Test of Mathematics-Related Attitudes (TOMRA), and conceptual map tests were administered to two groups of 5th-grade students as pre-tests and post-tests during the course of 2 academic years. To enrich the data collected from these questionnaires, three case studies were undertaken based on observations and interviews of selected students. A comparison of Class Banking System (CBS) students with non-CBS students suggested that CBS students experienced more favorable changes in terms of a mathematics concept test, attitudes to mathematics, and perceived classroom environments on several dimensions of the Constructivist Learning Environment Survey (e.g. Personal Relevance, Shared Control) and the Individualized Classroom Environment Questionnaire (e.g. Participation and Differentiation). Qualitative information based on classroom observations and student interviews reinforced and enriched the patterns of results obtained from the concept test and questionnaires in that it supported the effectiveness of the CBS in providing elementary mathematics students with a constructivist and individualized classroom learning environment that promotes both conceptual development and positive attitudes. (Contains 48 references, 7 figures, and 4 tables.) (Author/MM)

ED 464 830 SE 066 114

FitzPatrick, Sarah B.; Faux, Russell

An Exploratory Study of the Implementation of an Interactive Learning System in Two Eighth Grade Mathematics Classes.

performances; (7) students will evaluate music and music performances; (8) students make connections between music, the other arts, and other curricular areas; and (9) students will understand music in relation to diverse cultures, times, and places. It contains information for specific performance activities for each standard and lists performance indicators for each standard. (BT)

ED 464 848 SO 033 710

Unit Planning Grids for Music: Grade 9-12 Advanced.
PUB DATE- 02
NOTE- 27p.; For planning grids for grade 9-12 basic, see SO 033 709.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; High School Students; High Schools; *Music Activities; *Music Appreciation; *Music Education; *Planning; *State Standards; Student Educational Objectives
IDENTIFIERS- *Delaware; Performance Indicators

This unit planning grid outlines the expectations of Delaware high school students for advanced music studies. The grid identifies nine standards for music: (1) students will sing, independently and with others, a varied repertoire of music; (2) students will perform on instruments, independently and with others, a varied repertoire of music; (3) students will improvise melodies, variations, and accompaniments; (4) students will compose and arrange music within specific guidelines; (5) students will read and notate music; (6) students will listen to, describe, and analyze music and music performances; (7) students will evaluate music and music performances; (8) students make connections between music, the other arts, and other curricular arts; and (9) students will understand music in relation to diverse cultures, times, and places. It contains information for specific performance activities for each standard and lists performance indicators for each standard. (BT)

ED 464 849 SO 033 722

Connecticut Curriculum Trace Maps: The Visual Arts.
PUB DATE- 01
NOTE- 61p.; For related trace maps, see SO 033 723-726.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Art Activities; Curriculum Development; Elementary Secondary Education; Learning Activities; Public Schools; *State Standards; Student Educational Objectives; *Student Evaluation; *Visual Arts
IDENTIFIERS- Connecticut

The Connecticut Curriculum Trace Maps are designed to help curriculum developers and teachers translate Connecticut's K-12 performance standards into objectives and classroom practice. The Trace Maps provide detailed descriptions of what students should know and be able to do at smaller grade level clusters, K-2, 3-4, 5-6, 7-8, 9-10, and 11-12. The elements in the Trace Maps are designed to lead students to attain the Connecticut standards for each discipline. Content standards for the visual arts are: (1) media: students will understand, select, and apply media, techniques, and processes; (2) elements and principles: students will understand and apply elements and four civics standards, providing end of cluster expectations (listing areas which will serve as the basis for student assessment) and performance indicators for several topics, according to grade level. It repeats this format for four geography standards, four economics standards, and four history standards. The guide's state standards, benchmarks, and performance indicators comprise a framework designed to identify themes, skills, and knowledge that the students of Delaware are expected to know in each of the four disciplines of the social studies. Each of the standards emphasizes a process of reasoning and skill development that requires schools to develop course content. The guide also contains a glossary of social studies terms. (BT)

ED 464 869   SO 033 811

Social Studies Standards: End of Grade Cluster Benchmarks--Performance Indicators, Grades 9-12.
PUB DATE- 01
NOTE- 109p.; For related Delaware social studies standards, see SO 033 809 and 810.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Benchmarking; Civics; Curriculum Development; Economics; Geography; High School Students; High Schools; History; *Social Studies; *State Standards; Student Educational Objectives; Student Evaluation
IDENTIFIERS- *Delaware; *Performance Indicators

This guide to Delaware social studies standards for grades 9-12 is intended to help and support local school districts in their development of a standards-based curriculum. The guide cites four civics standards, providing end of cluster expectations (listing areas which will serve as the basis for student assessment) and performance indicators for several topics, according to grade level. It repeats this format for four geography standards, four economics standards, and four history standards. The guide's state standards, benchmarks, and performance indicators comprise a framework designed to identify themes, skills, and knowledge that the students of Delaware are expected to know in each of the four disciplines of the social studies. Each of the standards emphasizes a process of reasoning and skill development that requires schools to develop course content. The guide also contains a glossary of social studies terms. (BT)

ED 464 870   SO 033 813

Inoue, Yukiko
Contemporary Portraits of Japanese Adult Women: Life Course Plans and Junior Colleges.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Pacific Science Inter-Congress: The Integration of Natural and Social Sciences in the New Pacific Millennium (10th, Tumon, Guam, June 1-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Females; Foreign Countries; Gender Issues; Social Science Research; *Student Attitudes; Two Year Colleges

information. National History Day has two divisions: (1) junior division (grades 6-8) and (2) senior division (grades 9-12). Students can enter one of seven categories and are encouraged to choose any topic in local, national, or world history and investigate its historical significance and relationship to the theme by conducting extensive primary and secondary research. This booklet contains the following historical materials: "What Is National History Day"; "Teaching about Revolution, Reaction, Reform in History"; "Theme Narrative: Revolution, Reaction, Reform in History"; "Resources from the National Archives and Records Administration"; "Sample Topics"; "Library of Congress On-Line Resources"; "Bibliography"; "A Research Roadmap for Your History Day Topic" (J. Vandenberg-Daves); "Women and Reform Movements in the United States, 1820-1920: A Guide to Sources"; "Political Revolutions of the 20th Century: A Guide to Sources"; "C-SPAN in the Classroom"; "Analyzing and Using Statistics To Study the Past"; "Saint Bartholomew's Day Massacre: A Religious Reaction in 16th Century France" (M. McGann); "African American Soldiers and the Revolutionary War: Sons of Liberty?"; "The 'Revolution' of 1800" (J. Riley); "Reformers and Child Labor in the Early 20th Century" (L. DeLoach); "China's Entry into the Korean War: Conflicting Accounts"; "Campaigns of Truth: Propaganda during the Cold War"; "'You Say You Want a Revolution': The Reaction of Beatles' Fans to Immigration Law" (L. A. Potter); and "Echoes from the Wall: Conflict on the Home Front during the Vietnam War." (BT)

ED 464 890 SO 033 851

Arkansas Fine Arts Curriculum Framework. Strands: Visual Arts-Revised 2001; Music-Revised 2001; Dance; Theatre.
PUB DATE- 01
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Benchmarking; Dance; Elementary Secondary Education; *Fine Arts; Music; Public Schools; State Curriculum Guides; *State Standards; *Student Educational Objectives; Theater Arts; Visual Arts
IDENTIFIERS- Arkansas

This curriculum framework exists to guide the fine arts curriculum in grades K-12 in Arkansas public schools. The framework's student learning expectations are specific to what all students in those grades should know and be able to do in the arts (visual arts, music, dance, theater) during that span of years. The framework's content standards (Inquire, Explore, Discover; Create; Reflect, Respond, Rediscover) represent a cyclical process for art making and responding to art. All components of the framework are interrelated, with no particular order of importance because each is dependent on the other. The framework first delineates content standards for the visual arts strand of fine arts, stating what is expected of students at grades K-4, grades 5-8, and grades 9-12. It provides a visual art glossary and visual art scenarios. The framework provides similar information for the music strand, for the dance strand, and for the theater strand. (BT)

ED 464 891 SO 033 857

Stephens, William
Civility in an English Village.
PUB DATE- 00

first to teach in Navajo and produce quality children's literature about and by Navajo people. This book explains that Rough Rock's story is much more complex than the story of an "experiment." It is the story of a Navajo community reclaiming its own place, language, and children. Thirteen chapters examine: (1) "Framing the Story"; (2) "People, Place, and Ethnographic Texts"; (3) "'How It Was'"; (4) "'We Were Going to School Being Taught Only by Anglos'"; (5) "A Portrait of Change"; (6) "Origin Stories"; (7) "Community and Classroom"; (8) "The Problems and Politics of Program Evaluation"; (9) "The Two Faces of Self-Determination"; (10) "Transitions and Turmoil"; (11) "'If We Want To Be Powerful, We Have To Exercise Our Power': Indigenous Teachers as Change Agents"; (12) "Protest"; and (13) "'What If the Children Forget the Navajo Language?'" An epilogue presents "The Hopes and Dreams of Rough Rock." (Contains approximately 260 references.) (SM)

ED 464 912 SP 040 729

Schwebel, Sara L.; Schwebel, David C.; Schwebel, Bernice L.; Schwebel, Carol R.
The Student Teacher's Handbook. Fourth Edition.
PUB DATE- 02
NOTE- 291p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; Child Abuse; *Classroom Techniques; Cooperating Teachers; Coping; Curriculum; Discipline; Diversity (Student); Elementary Secondary Education; Employment Interviews; Higher Education; Interpersonal Relationship; Job Application; Job Search Methods; Mainstreaming; Parent Teacher Cooperation; Preservice Teacher Education; Problem Solving; Self Esteem; Sexual Abuse; Stress Management; Student Behavior; Student Evaluation; Student Teacher Supervisors; *Student Teachers; Teacher Attitudes; Teacher Characteristics; Teacher Competencies; Teacher Student Relationship

This book employs scientific research, advice, and student teacher journal entries to encourage and challenge student teachers to perform their best. The book's content is guided by the professional and personal needs of student teachers. The book draws upon research in education and psychology that has practical application in the classroom and that helps student teachers cope with some of the problems connected with classroom management. There are 12 chapters which examine: (1) "Introduction: On Being a Student Teacher"; (2) "Preparing for Student Teaching"; (3) "Building a Good Relationship with Your Cooperating Teacher"; (4) "Building a Good Relationship with Your College/University Supervisor"; (5) "Building a Good Relationship with Your Students"; (6) "Building a Good Relationship with Your School's Parents, Principal, Faculty, and Staff"; (7) "Student Diversity and Expectations in the Classroom"; (8) "Curriculum and Teaching: Becoming Competent and Confident in the Classroom"; (9) "Classroom Management and Discipline"; (10) "Coping with Tough Problems"; (11) "The Student Teacher as a Person"; and (12) "From Student Teacher to Teacher." (Contains 112 references.) (SM)

ED 464 913 TM 034 157

Walt test can be used to determine the region of significance. The Mathematica computer software package, which is capable of symbolic processing, leads to a direct solution. Two examples from education and child development are provided in order to illustrate the technique and to show how to implement it with Mathematica. (Contains 10 figures, 6 tables, and 16 references.) (Author/SLD)

ED 464 932 TM 033 862

Thayer, Jerome D.
Stepwise Regression as an Exploratory Data Analysis Procedure.
PUB DATE- 02
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Analysis; Predictor Variables; *Regression (Statistics); *Research Methodology
IDENTIFIERS- *Stepwise Regression

This paper identifies specific problems with stepwise regression, notes criticisms of stepwise methods by statisticians, suggests appropriate ways in which stepwise procedures can be used, and gives examples of how this can be done. Although the stepwise method has been routinely criticized by statisticians, it is still frequently used in the literature. This paper suggests research situations when stepwise regression may have a valuable function. Stepwise methods can be appropriate for variable evaluation. Since the value of a variable as a predictor is highly specific to the other variables in the prediction model, the use of stepwise methods can provide many reduced models in which the characteristics of the variable can be examined. As variables are found to be good predictors in different models, the different prediction characteristics of the variables in the various models can be used to recognize how the variables function as predictors and can be used to develop a theory or models that can be tested with further research. In order for stepwise methods to be used effectively, they should be used in conjunction with a best subsets procedure and zero-order correlations, default criterion values should be modified, models should not be selected by the computer, and, where possible, models should be generated from multiple subsets of the data. (Contains 21 tables and 17 references.) (SLD)

ED 464 933 TM 033 864

Ciechalski, Joseph C.; Pinkney, James W.; Weaver, Florence S.
A Method for Assessing Change in Attitude: The McNemar Test.
PUB DATE- 02
NOTE- 6p.; Poster presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Chi Square; *Evaluation Methods; Nonparametric Statistics; *Pretests Posttests; Sample Size;

Warming.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 02
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Evaluation Methods; Global Warming; *High School Students; High Schools; Interviews; *Persuasive Discourse; Secondary School Teachers; Surveys
IDENTIFIERS- Case Arguments; *Connectionism

In designing computer environments to support the creation of arguments, a central issue concerns evaluating the quality of these arguments. This study uses one such computer environment, Convince ME, that uniquely uses a connectionist model, ECHO, to generate Model Fit values as a kind of measure of an argument's coherence. This study sought to triangulate these Model Fit values by comparing them to other measures, including a measure of the stability of views (from public opinion researcher Daniel Yankelovich) and the number of statements in participant's arguments. Two 17-year-old students and 1 scientist participated in pre- and post-surveys and interviews and used Convince Me to create arguments about policies that would ameliorate global warming. The pattern of positive correlations among these measures, coupled with results from a debriefing interview, illuminate cognitive and educational issues involved in using Convince Me (or programs like it) to support reasoning about public policy issues. (Contains 25 references.) (Author/SLD)

ED 464 953 TM 033 884

Lindle, Jane Clark
"Hasn't Anyone Else Done This Right?" A Field Note on the Political Realities and Perceptions in Modifying Kentucky's High Stakes Accountability System.
PUB DATE- 99
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Educational Change; Educational Policy; Elementary Secondary Education; *High Stakes Tests; *Low Achievement; *Political Influences; Public Policy; State Programs; Testing Programs
IDENTIFIERS- Kentucky

This paper is a case study of Kentucky's attempt to fix not only failing schools but a failing public school system. It reports on the policy making and implementation conundrums of the debate over Kentucky's high stakes accountability system. As a political policy analysis, the study relies on documents, media reports, and interviews with key players to expand understanding of the issues. The paper reports primary and secondary focus group and interview data from a variety of professional educators and parents. The combined frameworks of political culture and authentic policy perspectives are useful for depicting the story of Kentucky's debate over community and governance structures; the transformational process of turning around low performing schools requires that leaders and stakeholders acknowledge and proactively address the context and complex set of factors influencing schools and communities; and connections must be built between teachers, administrators, and the community. The themes, taken individually and together as a framework, have implications for how practitioners approach low-performing schools and provide support to making improved teaching and learning a reality. (SM)

ED 464 972 UD 034 985

Gardner, John
How School Choice Helps the Milwaukee Public Schools.
PUB DATE- 02
NOTE- 34p.; Produced by the American Education Reform Council, Milwaukee, WI.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Enrollment Trends; Expenditure per Student; Low Income Groups; *Public Schools; *School Choice; Scores; Standardized Tests; State Aid; Student Evaluation; Urban Schools
IDENTIFIERS- *Milwaukee Public Schools WI

Parents in Milwaukee, Wisconsin, have more tax-supported educational choices than parents in other cities. Most programs were enacted during the 1990s. Opponents believed these programs would harm the Milwaukee Public Schools (MPS), but 11 years of data show positive trends. MPS enrollment increased by 4,576 students since 1990. Real spending per pupil grew 24 percent. The state share of spending for MPS grew from 54 to 67 percent. Overall academic achievement remained unacceptably low in MPS. Nevertheless, MPS students made significant academic gains between 1997-2001, when the most rapid expansion of school choice occurred. On independent standardized exams, MPS students improved on 11 of 15 tests compared to a national sample. The percent of MPS students demonstrating proficiency on all 15 tests increased. The dropout rate declined. The learning gains coincided with and reflected systemwide changes within MPS. Expanded school choice prompted a positive response from many MPS schools (dollars follow students, so schools must recruit to strengthen their budgets, teachers are now often hired by school selection committees, and working with private and charter schools, MPS has expanded facilities in central city neighborhoods). The impact of these changes is particularly strong on low-income, minority children. (SM)

ED 464 973 UD 034 987

Berlak, Harold
Academic Achievement, Race, and Reform: Six Essays on Understanding Assessment Policy, Standardized Achievement Tests, and Anti-Racist Alternatives.
PUB DATE- 01
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Diversity (Student); Educational Change; Elementary Secondary Education; *Equal Education; Higher Education; *Minority Group Children;

schools in expanding the range of opportunities for parents and students and in bringing pressure for reform to bear on the state school system. Private schools appear to have arisen in response to distinct market incentives. They are more common in areas where public schools are doing a poor job, as seen by the success rate of academic high schools in obtaining admission to the top universities for their graduates or of technical high schools in obtaining employment and high wages for their graduates. Preliminary evidence suggests that public schools facing private competition improve their performance. Preliminary evidence also supports the claims of advocates for nationwide voucher schemes. (Contains 25 references.) (SM)

ED 464 993 UD 035 024

Charles, Chanya
Community ChoiceWork: Citizen Deliberations on Issues Related to HIV/AIDS.
SPONS. AGENCY- Charles F. Kettering Foundation, Dayton, OH.
PUB DATE- 02
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Citizen Participation; *Community Action; *Community Planning; *Health Promotion

This guide describes Community ChoiceWork, an approach to directly involving citizens in issues that affect them (in this case, HIV/AIDS). It is intended help citizens frame and deliberate on an issue of concern that has no clear solution. After explaining what Community ChoiceWork is, the guide discusses what it has to do with HIV/AIDS. Next, it presents the Community ChoiceWork process in a step-by-step manner: (1) "Getting Started" (agreeing on the intended goal and ensuring group commitment); (2) "Stakeholder Analysis Month One" (e.g., identifying major stakeholders and selecting members for the ChoiceWork committee); (3) "Mapping and Naming the Problem and Framing Choices" (e.g., grouping like concerns and perspectives, listing actions, and naming the problem); (4) "Finalize the Framework Month Three" (testing the framework and writing a title and writing the discussion guide); (5) "Deliberating and Setting Direction Month Four" (coordinating and moderating public forums and setting direction in public forums); (6) "Reporting Back Month Five" (taking notes during forums and compiling reports from all forums); (7) "Creating an Action Plan Month Six" (community mobilization, community priority setting, and advocacy campaigns); and (8) "Taking Action." An appendix presents illustrative discussion guides. (Contains 29 references.) (SM)

ED 464 994 UD 035 025

Aron, Laudan Y.
Health Care Coverage among Child Support-Eligible Children.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.
PUB DATE- 02
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

SPONS. AGENCY- Foundation for Child Development, New York, NY.
PUB DATE- 02
NOTE- 70p.; Prepared by the Center on Nonprofits and Philanthropy. Product of "Getting Compensation for Child Care Workers on the Policy Agenda: An Indepth Look at Advocacy Efforts" project.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Advocacy; *Change Strategies; *Child Caregivers; *Compensation (Remuneration); Cooperation; Day Care; Early Childhood Education; Economic Factors; Models; *Public Policy
IDENTIFIERS- Day Care Quality; Georgia; Massachusetts; Washington

Although the demand for child care in the United States has risen over the past 40 years, the supply of good quality child care remains both limited and costly, and the supply of well-trained and adequately compensated workers remains low. This study reviewed how advocates have moved the issue of child care worker compensation forward in the public policy arena in Georgia, Massachusetts, and Washington. The research addressed how the issue of improving child care worker compensation is defined or framed, identifies the key advocates in this policy area, describes the strategies used to promote better compensation for child care workers, and details the types of competition and tensions occurring when the compensation issue is raised. Information was compiled from several sources, including 80 personal interviews with representatives from government, business, the nonprofit sector, and child care providers. Among the major findings are that the robust economy of the late 1990s created a favorable environment to discuss worker compensation issues. Quality of care was the overarching policy message used in all three states. In each state, one or two initiatives were most prominent in worker compensation advocacy. A key individual or organization emerged to provide leadership for the issue. Several unions have been active in bringing attention to compensation issues. Each state developed a distinct structural arrangement and advocacy model to promote the issue. Competition was evident among groups in all three states, although the types of tensions varied. Implications for advocacy relate to increasing public awareness, building a broad and diverse constituency beyond child advocacy groups, developing concrete proposals, and seeking a steady stream of funding. The interview guide is appended. (Contains 34 references.) (KB)

ED 464 716 PS 030 316

Cohen, Jonathan, Ed.
Caring Classrooms/Intelligent Schools: The Social Emotional Education of Young Children. Series on Social Emotional Learning.
PUB DATE- 01
NOTE- 219p.; Foreword by James P. Comer.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- At Risk Persons; Bullying; Child Development; Classroom Environment; *Early Childhood Education; Educational Environment; Educational Practices; Elementary Education; *Emotional Development; *Emotional Intelligence; *Interpersonal Competence; Intervention; Program Descriptions; *Social Development; *Young Children

This book synthesizes current thinking about effective social and

Change; Special Needs Students; Teacher Education Programs
IDENTIFIERS- Caregiver Qualifications; *Day Care Quality; Project Head Start

This document provides supplementary information to accompany the Foundation for Child Development--supported book "America's Child Care Problem: The Way Out," published by St. Martin's Press (2002), which provides an in-depth look at the child care industry, identifying crucial problems such as the quality of care. Presented in five parts, this unpublished companion document addresses the following topics: (1) "Care for Children with Special Needs"; (2) "Protecting Children's Health and Safety"; (3) "Comparison of Studies of Quality for Center, Head Start, and Family Child Care Programs"; (4) "Comparison of Child Care Accreditation Systems"; and (5) "Training Designs for Child Care Workers." Each part contains reference notes. (KB)

ED 464 734 PS 030 355

Strong Beginnings: Learning To Live.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Child Development; Community Development; Developing Nations; *Early Childhood Education; *Elementary Education; Foreign Countries; *Literacy Education; Models; Nongovernmental Organizations; Program Descriptions; *Young Children; *Youth Programs
IDENTIFIERS- Save the Children Fund

The Strong Beginnings program, initiated by the Save the Children Fund in 1991, supports community-based activities in 20 countries aimed at reconstructing educational systems in developing countries. This report presents the vision of the Strong Beginnings program, describes its components, and describes the continuing challenge to improve access to quality basic education. The opening letter of the director of education at Save the Children emphasizes the contributions of Strong Beginnings to the goal of improving access to quality basic education. The report then delineates the current obstacles to basic education for children in developing nations and describes each of the four program components of Strong Beginnings: (1) early childhood development; (2) primary education; (3) youth development; and (4) adult literacy. Brief descriptions of these program components in various countries illustrate their design as community-based, child-centered, culturally appropriate, affordable, accessible, and sustainable. The village school model is described as Strong Beginnings' flagship approach to quality basic education in high poverty areas. Findings from these village schools illustrate their positive impact on student achievement. A map then details the location of Save the Children sites around the world. The report concludes with statistics highlighting the continued lack of quality basic education in areas of high poverty in developing nations and a request for monetary assistance for the Strong Beginnings program. (KB)

ED 464 735 PS 030 358

From Coverage to Care in Medicaid and CHIP: Getting Out the Preventive Care Message to Pennsylvania's Low-Income Families with Children.

authors, the board of directors, executive staff, national advisory board, major funders, and Child Trends staff. (Contains 29 endnotes.) (KB)

ED 464 752 PS 030 376

Scarupa, Harriet J., Ed.
The Unfinished Business of Welfare Reform: Improving Prospects for Poor Children and Youth. Perspectives from Research. A Special Child Trends Report.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; William and Flora Hewlett Foundation, Palo Alto, CA.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 02
NOTE- 22p.; This special report is based on a briefing developed by Kristin Anderson Moore, Martha J. Zaslow, and Carol Emig. Jennifer L. Brooks, Megan Gallagher, and Kristy Webber also assisted in the preparation of the briefing and this report.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Births to Single Women; *Children; Comparative Analysis; Early Parenthood; Low Income Groups; Poverty; Program Effectiveness; Public Policy; Social Indicators; Trend Analysis; Welfare Recipients; *Welfare Reform; *Well Being
IDENTIFIERS- Indicators; *Welfare to Work Programs

As federal and state officials consider the reauthorization of the block grants at the center of the 1996 federal welfare reform law, it is critical that they use findings from research regarding the impact of welfare reform to guide their decisions. This special report examines the impact of welfare reform on children and youth, drawing on studies using two sources of information: indicator data and experimental studies. Evidence from indicators suggests that family economic circumstances have improved, as shown by a decreased child poverty rate, reduced welfare caseloads, and an increased rate of single mothers in the workforce. Although there were decreases in the nonmarital birth rate and rates of teen childbearing, it was not clear that welfare reform was the impetus for these changes. There were only modest improvements in the percent of children in very good or excellent health in the 1990s and no change in reading scores during the decade. Further, low-income children continued to lag behind other children on outcome measures, with little evidence that they are beginning to catch up. Eight experimental studies of welfare-to-work programs found both favorable and unfavorable effects on children. When welfare-to-work programs resulted in increased maternal employment and increased family income, children fared better on several well-being measures. However, when mothers failed to get or keep a job and raise family income, children's development was jeopardized. Unfavorable effects were also found among adolescents whose parents were moving from welfare to work. Implications for policy are presented. (Contains 13 endnotes.) (KB)

ED 464 753 PS 030 377

Chalk, Rosemary; Gibbons, Allison; Scarupa, Harriet J.
The Multiple Dimensions of Child Abuse and Neglect: New Insights into an Old Problem. Child Trends Research Brief.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation,

*Educational Environment; Elementary Secondary Education; Parent Participation; *Rural Schools; *School Community Relationship; *School Effectiveness; School Size; *Small Schools; Teacher Collaboration
IDENTIFIERS- Rural School and Community Trust; *Sense of Community

Two decades ago, many of the strengths and advantages of small rural schools were understood. These include a greater sense of community, which enables closer relations between faculty and administration, between teachers and students, and among teachers; less violence; better school-community relationships; more parent participation; greater frequencies of learner-centered or nongraded approaches; more favorable teacher-student ratios; and less bureaucratic overload. However, at that time the importance of school size was not clear. Research conducted in the last 20 years reveals that size does matter. Size is a particularly important variable for the educational success of children of lower socioeconomic status. Poorer children are more likely to excel in small schools. By not sizing down our schools, we may be doing a disservice to disadvantaged children. Currently there is a renewed appreciation for small rural schools. Ironically, the strongest praise for small rural schools comes from urban areas, where small schools are a reform concept. If given the chance, rural schools might have been able to maximize their educational success by building upon the characteristics intrinsic to them. Instead, rural schools and their communities were forced to conform to a one-size-fits-all formula for educational achievement, which has negatively impacted many rural communities. Due to the resurgence of support for small community schools, rural schools may be able to claim the recognition they deserve. (Contains 23 references.) (TD)

ED 464 770 RC 023 460

Chavers, Dean
Indian Students and College Preparation.
PUB DATE- 02
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *American Indian Education; American Indians; *College Preparation; Educational Needs; Equal Education; High School Students; High Schools; Indigenous Personnel; Scholarships; *School Counseling; School Effectiveness; School Surveys
IDENTIFIERS- *American Indian Students; Student Support Services

A study examined the extent to which high schools are preparing American Indian students for college. Counselors were surveyed at 47 on- and off-reservation high schools serving Indian students in 16 states. Only 17 percent of Indian students in the schools were enrolling in college. Under 10 percent of Indian students were taking 4 years of college prep math, and 30 percent were taking no math at all. Almost a third of Indian students were not enrolled in a science course. Over half the high schools did not have a science lab. Only 1 percent of Indian students were enrolled in advanced placement classes. Most Indian students were not applying for any scholarships for college study. Only 2.4 percent of Indian students had access to a full set of scholarship directories in their high schools. Anglo teachers dominated in 29 schools, Native teachers dominated in only 7. Fourteen schools had no Indian teachers. There were huge gaps in support services. Many opportunities the full costs of 8-10 semesters in the University of Kentucky and associated community colleges, addresses the needs of student participants while they complete high school, and assists in the transition to college life. Surveys, focus groups, and interviews were conducted with approximately 50 Robinson scholars in a "rising junior" summer academic program and with 5 college freshmen receiving Robinson scholarships. Questions covered expectations and realities in making the transition to college, including issues related to homesickness and ties to family and community, new friendships and dealing with diversity, freedom and responsibility, and academic transitions. Implications for transition programs are discussed with regard to building bridges between the university and rural communities, providing social support to college students, dealing with students' unrealistic beliefs that they were well prepared for college, and promoting faculty-student connections. Broader program impacts on the region are also discussed. (Contains 33 references.) (SV)

ED 464 788 RC 023 511

Pearson, Richard C.
The Worth of a Child: Rural Homeschooling/Public School Partnerships Are Leading the Way.
PUB DATE- 02
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Distance Education; Educational Attitudes; *Educational Cooperation; *Educational Needs; *Educational Quality; Elementary Secondary Education; *Home Schooling; Rural Education; State Departments of Education; Teacher Education

Homeschooling enjoys increasing recognition as a respectable alternative to public and private school education. State homeschooling populations are doubling every 3 years. With personal computers and the Internet, homeschooling families have access to a wealth of educational materials at all grade levels and for many populations. Homeschooling helps rural families deal with problems inherent to rural life. The fact that some families have chosen to pursue their children's education outside of public school does not lessen the responsibilities that educators have to assist in the education of all children. Learning is the operative word in education, and the setting is becoming less important. Collaboration is needed among legislators, educators, homeschooling organizations, and parents. State departments of education can work with legislators to adopt effective homeschooling programs on a statewide basis, create exit standards for homeschooled children, and consider whether documentation of academic progress would be required for homeschoolers wishing to reenter public schools. Teacher education programs could teach skills to facilitate the transition of children from one academic setting to another, prepare educators to work with homeschooling parents and children, and instill positive attitudes towards homeschooling. Local school districts can include homeschooling parents in in-service activities, offer public school facilities and services to homeschooling families, and help local communities develop new visions of what it means to help children learn. The ultimate goal will be to have homeschooling programs under the direction of state departments of education. (Contains 15 references.) (TD)

IDENTIFIERS- Guided Discovery Approach

This paper presents teaching strategies and examples developed for a two-semester sequence in quantitative problem solving, specifically outlining a non-calculus derivation of linear regression formulas supported by the graphical display of the TI-83 calculator to visualize the minimization of the sum-squared vertical distances. The paper addresses the challenge faced by mathematicians teaching a general education mathematics course to excite non-math majors about a quantitative problem and to do it at a level that encourages them to explore mathematics. Part I presents a solution to a minimization problem that, while carefully motivated and precise, is accessible to the average college or community college student. Guided discovery is used to motivate definitions and make methods of solution plausible. Part II requires students to participate in the derivation of equations needed to solve the problem. (MM)

ED 464 807 SE 065 730

Haury, David L.
Literature-Based Mathematics in Elementary School. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Calculators; Concept Formation; Elementary Secondary Education; *Mathematics Education; Problem Solving
IDENTIFIERS- ERIC Digests

This digest provides a guide to improving student achievement in mathematics education and suggests resources for further study. It provides recommendations for the classroom and is a companion piece to "Improving Student Achievement in Mathematics, Part I: Research Findings." Recommendations include that students can learn both concepts and skills by solving problems, whole-class discussion following individual and group work improves student achievement, and using calculators in the learning of mathematics can result in increased achievement and improved student attitudes. A brief annotated bibliography and sections on "Finding Resources in the ERIC Database," and "Searching the Web for Additional Resources" are also included. (Contains 13 references.) (MM)

ED 464 808 SE 065 962

Barber, Betsy; Ball, Rhonda
Be Still My Heart.
PUB DATE- 01
NOTE- 28p.; Paper presented at the Annual International T3 Conference (13th, Columbus, OH, March 16-18, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blood Circulation; Educational Technology; *Graphing Calculators; *Health Education; Heart Rate; Physics; *Science Activities; Science Education; Secondary Education

PUB DATE- 02
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002). Some charts may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; *Computer Uses in Education; *Grade 8; Interaction; Junior High Schools; Mathematics Education; Teaching Styles

During the last decade, U.S. K-12 schools have approximately tripled their spending on increasingly powerful computers, expanded network access, and novel computer applications. The number of questions being asked by educators, policymakers, and the general public about the extent to which these technologies are being used in classrooms, for what purposes, and to what effects, has likewise increased. Recent research is characterized by an awareness that the process of implementing educational technologies in schools is much more human than technological and can only be understood in context. Exploring the human implementation process is thought to be one key to understanding how educational technologies find purchase and evolve in local classroom environments. This naturalistic inquiry explored the semester-long process of implementing an interactive learning system in two math classes in a rural mid-Atlantic Junior-Senior High School. Schwab's (1978) curriculum contexts (teacher, student, subject matter, milieux) provided loci for identifying, describing, and interpreting the students' and teacher's experiences of the interactive learning system. Data collection was based on field observations, periodic interviews with individual students and their teacher, exploratory and culminating focus group interviews with students, and document analysis. Grounded theory methods were used to analyze the data. It was concluded that there was no significant change in the teacher's instructional model during her implementation of the interactive learning system. Conditions that supported the teacher in her decision to adopt the educational technology curriculum innovation did not sustain her instructional evolution during the implementation process. The teacher reached a point of implementation impasse while simultaneously using the traditional district-controlled, teacher-proof curriculum and the interactive learning system with her two eighth grade math classes. The level of mismatch between the traditional math curriculum and the curriculum represented by the novel educational technology emerged as a critical factor influencing the implementation process. The students' primary implementation experiences focused on learner-control via the tools of the system, opportunities for spontaneous peer interactions, and increased motivation in the technology-enhanced math class. Recommendations for future research and for the implementation of educational technologies in schools are provided. (Contains 35 references, 3 tables, and 2 figures.) (Author/MM)

ED 464 831 SE 066 115

Lee, Sunny S. U.; Fraser, Barry J.
Laboratory Classroom Environments in Korean High Schools.
PUB DATE- 02
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English

organizational principles of art; (3) content: students will consider, select, and apply a range of subject matter, symbols, and ideas; (4) history and cultures: students will understand the visual arts in relation to history and culture; (5) analysis, interpretation, and evaluation: students will reflect upon, describe, interpret, and evaluate their own and others' work; and (6) connections: students will make connections between the visual arts, other disciplines, and daily life. (BT)

ED 464 850 SO 033 723

Connecticut Curriculum Trace Maps: History/Social Studies.
PUB DATE- 01
NOTE- 45p.; For related trace maps, see SO 033 722-726.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Citizenship Education; Curriculum Development; Economics; Elementary Secondary Education; Environment; *History; Learning Activities; Political Science; Public Schools; *Social Studies; *State Standards; Student Educational Objectives; *Student Evaluation
IDENTIFIERS- Connecticut

These Connecticut Curriculum Trace Maps are designed to help curriculum developers and teachers translate Connecticut's K-12 history and social studies performance standards into objectives and classroom practice. The Trace Maps provide detailed descriptions of what students should know and be able to do at smaller grade level clusters, K-2, 3-4, 5-6, 7-8, 9-10, and 11-12. The elements in the Trace Maps are designed to lead students to attain the Connecticut standards for each discipline. The standards cited in the History/Social Studies Trace Map deal with: (1) historical thinking; (2) local, United States, and world history; (3) historical themes; (4) applying history; (5) United States Constitution and government; (6) rights and responsibilities of citizens; (7) political systems; (8) international relations; (9) places and regions; (10) physical system; (11) human systems; (12) human and environmental interaction; (13) limited resources; (14) economic systems; and (15) economic interdependence. (BT)

ED 464 851 SO 033 724

Connecticut Music Trace Map for Grades 2 and 4. Revised.
PUB DATE- 99
NOTE- 47p.; For related trace maps, see SO 033 722-726.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Curriculum Development; Elementary Education; Grade 2; Grade 4; Learning Activities; *Music; *Music Activities; *Music Education; Public Schools; *State Standards; Student Educational Objectives; Student Evaluation
IDENTIFIERS- Connecticut

These Connecticut Curriculum Trace Maps for music are designed to help curriculum developers and teachers translate Connecticut's K-12 performance standards into objectives and classroom practice. The music Trace Maps provide specific descriptions of what students should know and be able to do at smaller grade level clusters. Connecticut's Trace Maps present examples of assessable activities for grades 2, 4, 6, 8, 10, and 12 based on the Connecticut Standards. A code appears at the end of each music activity to indicate which content and performance

IDENTIFIERS- *Japan; *Life Course; Life Planning; Portraits
It has been documented that at the age of 20, Japanese women have not yet discovered the realities of the adult world. With the end of high growth in the Japanese economy, women of Japan have to face a new challenge. They frequently have to be not only a homemaker but also a breadwinner. Life course is a pathway along which people live, and life course plans are important to successfully choose occupational careers. A study analyzed and synthesized Japanese women's life course plans from essays written by 69 junior college students. A typical woman of this sample would like to marry in her 20s and combine work and home. She would also like to achieve a sense of self worth, earning her own income. Findings, however, are consistent with the notion that women have been historically identified with the domestic domain of home and family. In future research, triangulation might be beneficial for a better understanding of contemporary Japanese adult women's life course plans and aspirations. (Contains a table and 23 references.) (BT)

ED 464 871 SO 033 815

A Transnational View of Basic Education: Issues of Access, Quality, and Community Participation in West and Central Africa.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau for Africa.
PUB DATE- 02
NOTE- 229p.; Prepared by Support for Analysis and Research in Africa project with subcontractors Tulane University, JHPIEGO, Morehouse School of Medicine, and Population Reference Bureau. This document is a synthesis of studies by Educational Research Network for West and Central Africa.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Access to Education; *Community Involvement; Comparative Education; *Educational Quality; Educational Research; Elementary Secondary Education; Foreign Countries; *Geographic Regions; Literature Reviews; *School Holding Power
IDENTIFIERS- Africa (Central); Africa (West); Basic Education; Development Education; Educational Issues; Research Synthesis
Most African countries have devoted considerable attention to educating the generations of people born since the independence era. Despite their efforts, however, African governments continue to face rising illiteracy, grade-repetition, and drop-out rates, as well as growing numbers of expulsions. This report presents a synthesis of the main findings of transnational studies produced between 1995 and 1999 regarding basic education in West and Central Africa. The report states that researchers gathered information concerning the opinions, experience, and achievements of the main actors and beneficiaries of education, addressing the following themes in two sections: (1) the factors associated with access to schooling and the retention of students within the primary sector (Cote d'Ivoire and Gambia); and (2) the relationships between community participation and access to and quality of education (Benin, Cameroon, Ghana, Mali, and Togo). Following an introduction, each chapter of the report is devoted to statistics and opinions (with references) regarding these seven African countries. Recommendations for improving educational access, retention, and quality are included in the report. (BT)

ED 464 872 SO 033 816

NOTE- 277p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Altruism; Case Studies; Field Studies; Foreign Countries; Moral Values; *Small Towns; *Social Attitudes
IDENTIFIERS- Civility; Community Profiles; *England; Moral Education; Social Capital

The English town of Clevelode, population of approximately 700, has solved most of the U.S. social problems. The village is not perfect, but in many ways it stands as a lesson for everyone. This small community is probably fairly temporary. People can live in Clevelode and commute to work in the city of Worcester or to the urban center of Malvern. The small community described in this book seems to be on its way to becoming a suburb of Worcester. The book, a study of the inner workings of a humane society today, is divided into 19 chapters: (1) "History and Geographic Setting"; (2) "What We'll Do"; (3) "Our Village and Its Setting"; (4) "Newcomers to the Village"; (5) "The Children"; (6) "Schools and the School Code"; (7) "Personal Traits"; (8) "The Dampening Conflict"; (9) "A Nonviolent Society"; (10) "Trust"; (11) "The Moral Substructure"; (12) "Caring for the Elderly"; (13) "The Doctors"; (14) "Arthur and Brian: Taking Care of Other People as Part of Your Job"; (15) "Neighbors"; (16) "Taking Care of Animals"; (17) "Jam and Jerusalem: Voluntary Groups and Charity Appeals"; (18) "Charity"; and (19) "Small-Community Effects?" (Each chapter includes notes. Contains a methodological appendix and 129 references.) (BT)

ED 464 892 SO 033 858

Drake, Frederick D.; Nelson, Lynn R.
Teaching about Federalism in the United States. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Citizenship Education; *Constitutional History; Democracy; Federal Government; Federalism; Government Role; Governmental Structure; Political Science; Social Studies; United States History
IDENTIFIERS- ERIC Digests; United States Constitution

Although it was not directly named in the U.S. Constitution, federalism is a central principle of U.S. government. It is important for students to learn about federalism to comprehend the U.S. federal system and recognize examples of federalism in other countries. Teaching and learning about federalism is essential to education for citizenship in a democracy. This digest: (1) defines federalism and discusses basic characteristics of the U.S. federal system; (2) provides an overview of the changing nature of federalism in the United States and internationally; (3) calls upon teachers to conduct deliberative discussions of federalism in relationship to other principles of constitutional democracy; and (4) recommends Internet resources related to federalism. (BT)

ED 464 893 SO 033 859

Shaftel, Julia; Yang, Xiangdong
Special Education Participation in Statewide Accountability Assessment: Analysis of Options Using Item Response Theory.
PUB DATE- 02
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Accountability; Curriculum; *Disabilities; *Elementary School Students; Intermediate Grades; *Item Response Theory; *Special Education; Test Format; Test Items

A group of fourth-grade students with disabilities participating in statewide mathematics assessments in the spring of 2001 (n=570) was given a new assessment focused on specifically modified state curricular standards defined for students with disabilities. A block of items from that assessment was also given to students taking the general mathematics assessment (n=1,944, including 235 students with disabilities), allowing the difficulty of all items to be estimated on a common scale using item response theory methodology. This study compared the characteristics of the two tests. Findings support the conclusion that a simpler test, based on the same curricular objectives, but providing better measurement of low-achieving students, could be developed and used for this special population. (Author/SLD)

ED 464 914 TM 033 842

Hertz, Norman R.; Chinn, Roberta N.
The Role of Deliberation Style in Standard Setting for Licensing and Certification Examinations.
PUB DATE- 02
NOTE- 28p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 2-4, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making; Evaluation Methods; *Evaluators; *Interaction; Interrater Reliability; *Licensing Examinations (Professions); *Standard Setting; Standards
IDENTIFIERS- *Rater Effects

Nearly all of the research on standard setting focuses on different standard setting methods rather than the interaction of group members and the instructions given to group members. This study explored the effect of deliberation style and the requirement to reach consensus on the passing score, on rater satisfaction, and on postdecision acceptance in three different standard setting procedures. Forty-seven licensed psychologists served as raters. Three methods were used: (1) percentage with prior group ratings (Method A); (2) yes-no consensus with prior group ratings (Method B); and (3) yes-no without prior group ratings (Method C). Results for Method C produced a passing score that was viewed as acceptable and fair and easy to understand and implement. Implications of the results are discussed in terms of social influences on group processes. (Contains 23 references.) (Author/SLD)

ED 464 915 TM 033 845

Statistical Significance
IDENTIFIERS- *McNemar Test of Equality of Correlated Proportion

This paper illustrates the use of the McNemar Test, using a hypothetical problem. The McNemar Test is a nonparametric statistical test that is a type of chi square test using dependent, rather than independent, samples to assess before-after designs in which each subject is used as his or her own control. Results of the McNemar test make it possible to determine whether there is a significant difference between the pretest and posttest scores of students on the dependent variable. A significant difference usually implies that an intervention or treatment has had an effect. In the hypothetical example, an elementary school counselor is asked to conduct group guidance activities for all 278 students at an elementary school because teachers suspect some students are cheating. The counselor administers the same questionnaire about attitudes toward cheating before and after a counseling program. The example shows that the McNemar test is relatively easy to calculate and interpret. One limitation is that of sample size: the McNemar test is designed for use with large samples. (SLD)

ED 464 934 TM 033 865

Pommerich, Mary
The Effect of Administration Mode on Test Performance and Score Precision, and Some Factors Contributing to Mode Differences.
PUB DATE- 02
NOTE- 67p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 2-4, 2002).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Adaptive Testing; *Computer Assisted Testing; Computer Literacy; *High School Students; High Schools; Scores; *Test Format; Test Results; Testing Problems
IDENTIFIERS- Item Parameters; *Paper and Pencil Tests

This paper considers differences in modes of test administration, addressing three questions: (1) Do examinees respond to items in the same way across administration modes and computer interface variations? (2) What are some of the factors that can contribute to modal effects? and (3) Can item parameters calibrated from paper and pencil administrations be used for computer administrations? The questions were examined using data from paper and pencil and computer administrations of a fixed-form test in two different examinee samples. Several of the tests studied were complex. An initial comparability study was performed in 1998 involving approximately 8,600 students, and in response to that study, revisions were made to the computer interfaces. A follow-up study was performed in 2000 with approximately 12,000 examinees. This paper examines performance differences across paper and computer modes and across computer interface variations in both studies. Results are summarized at the total test level and for some individual items. Some factors that might have contributed to mode differences or affected computer performance in general are discussed. A small simulation study was also performed to examine the effect of using item parameters calibrated from paper and pencil administrations in a computer administration. Some items showed no performance differences across accountability and assessment. Political culture emerges as a defining influence on Kentucky's educational accountability debate. What becomes of assessment and accountability in Kentucky remains to be seen, but it is apparent that fixing failing schools has enormous political overtones. However, the power of professional culture must not be underestimated in this equation. An appendix contains the statement of principles from the Kentucky Task Force on Education Reform. (Contains 89 references.) (SLD)

ED 464 954 TM 033 885

Lindle, Jane Clark
Accountability Policy at the Street Level in Kentucky: Teachers and Administrators Debate the Fairness of Continuous Improvement versus Relative Standing.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Educational Improvement; Educational Policy; Educational Quality; Elementary Secondary Education; *Evaluation Methods; High Stakes Tests; State Programs; *Teachers; Testing Programs
IDENTIFIERS- *Fairness; *Kentucky

While scholars of educational accountability policy will not be surprised at the power of local implementers in modifying accountability efforts, Kentucky's street-level debate splits two constituencies in defining a fair system. Advocates for the education of all children including the poor and minorities support the continuous improvement model, while elite advocates support recognition of relative standing of schools. This paper includes data from teachers and administrators in four schools identified as eligible for state assistance under Kentucky's testing and accountability system. Of particular interest are the perceptions of accountability held by teachers and administrators in one school that had received rewards over two biennial periods prior to the current accountability designation. Across all four schools, teachers found the concept of continuous improvement unrealistic. Yet, many teachers accepted the apparent inevitability of emerging accountability requirements on their profession. (Contains 61 references.) (Author/SLD)

ED 464 955 TM 033 886

Lee, Jaekyung; Coladarci, Theodore
How Adequate Are Adequate Yearly Progress (AYP) Measures? Regression Artifacts and School AYP.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 02
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Junior

Multicultural Education; Public Schools; Standardized Tests; Student Evaluation; *Test Bias
IDENTIFIERS- *Achievement Gap; *Social Justice

This set of six essays was written as a resource for those working in their schools and communities to promote social justice, combat racism, and encourage quality education for all youth. The six essays address the following set of questions: (1) What is the Academic Performance Index (API)? Where did it come from? What are the connections between Goals 2000, Bush's educational policies, the API, and the Stanford 9 Achievement Test? (2) What [illegible]lains the achievement gap between white students and students of color? (3) What is the impact of standardized testing on diversity in the curriculum? (4) What are normed tests and are they valid measures of academic performance? Are normed tests racist? Do criterion-referenced tests remedy the limitations of normed tests? (5) What are the consequences of centralizing control over the assessment process?; and (6) What are the obstructions to change and the practical alternatives to the current policies? (SM)

ED 464 974 UD 034 996

The Class of 1998: Final Longitudinal Report. A Three-Year Follow-Up Study. Assessment/Accountability Report.
PUB DATE- 02
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Rate; *Graduation; *High School Graduates; High Schools; Racial Differences; Sex Differences; Special Education; Urban Schools
IDENTIFIERS- New York City Board of Education; New York (New York)

This report presents final school completion outcome data on class of 1998 students in New York City public schools as of June 2001, noting separate outcomes for the 1998 special education class. The overall class of 1998 graduation rate was 69.5 percent. Approximately half of the students who continued their education beyond 4 years of high school earned diplomas. By the end of the fifth year of high school, 38,515 students had graduated, increasing the graduation rate from 49.8 percent after year 4 to 62.2 percent after year 5. Females had substantially higher graduation rates and lower dropout rates than males. Over 80 percent of Asian and white students graduated. Graduation rates for black and Hispanic students were 65 and 61.9 percent, respectively, with substantial increases in those rates between years 4 and 7. After year 4, there were higher graduation rate increases among English language learners than among English proficient students. About 10,494 additional class of 1998 students received diplomas or GEDs in their fifth, sixth, or seventh year of high school. The 7-year graduation rate for the 1998 special education class was 35.8 percent for students in self-contained classes and 34.2 percent for students in citywide special education classes. Tables are appended. (SM)

ED 464 975 UD 034 997

The Class of 2001 Four-Year Longitudinal Report and 2000-01 Event Dropout Rates.
PUB DATE- 02
NOTE- 108p.
LANGUAGE- English

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Health; *Child Support; Children; Employed Parents; *Health Insurance; Mothers; Socioeconomic Status
IDENTIFIERS- Childrens Health Insurance Program; Medicaid; National Survey of Americas Families

Using data from the National Survey of America's Families (a nationally representative survey of the economic, social, and health characteristics of children, adults, and their families), this paper discusses health care coverage among child support eligible children. It begins with a detailed profile of child support eligible children living with their mothers, including their demographic and socioeconomic characteristics and their child support and health insurance characteristics. In addition to current health insurance status, it examines what types of health insurance coverage children have had over the prior year and how their health insurance status varies by child support award and receipt status and the mother's employment characteristics. The paper then examines what share of these children might have access to employer-sponsored health insurance through their mothers' employers whether or not they actually have this type of coverage. Finally, it asks what share is eligible for Medicaid and the State Children's Health Insurance Program, how much these programs can reduce the number of child support eligible children who are uninsured, and what opportunities and barriers are encountered by state officials in coordinating efforts to secure appropriate health insurance for children. (Contains 7 figures, 10 tables, and 30 references.) (SM)

ED 464 995 UD 035 028

Back to the Future: The Brownstone and FutureLink After-School Programs for Homeless Children.
PUB DATE- 01
NOTE- 8p.; FutureLink was developed with funding from the Picower Foundation and through State Advantage After-School Initiative.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Access to Education; *After School Programs; Elementary Secondary Education; Homeless People; Homeless Shelters; Interpersonal Competence; *Parent Participation; Problem Solving; Public Schools; Self Esteem

Homes for the Homeless initiated a family and community approach to learning at its American Family Inns (homeless shelters) via a customized, shelter-based, accelerated after-school program, Brownstone/FutureLink. The program helps improve students' grades, self-confidence, and academic potential. It requires parents, shelter staff, and public school officials to participate. This report describes specific ways in which the program breaks down the educational barriers that homeless children face and improves their chances of success. Brownstone/FutureLink emphasizes problem solving and reasoning skills rather than repetition and drills. It is based on the belief that students who are behind should not be given remedial education but rather should be challenged by a fast track approach to learning. Students are successfully engaged in their education, as demonstrated by completed assignments and improved grades. There is a low student-teacher ratio and access to technology. The social development that occurs is the result of challenging students to be mentors and leaders. By carefully integrating a network of programs and services and forging powerful links to the public schools, a community of emotional education of young elementary school children. The book's chapters, by leading national experts, describe the range of programs and perspectives that can be used in elementary schools, focusing on concrete strategies and curricular-based programs that can be integrated into school life. The chapters are: (1) "Social and Emotional Education: Core Concepts and Practices" (Jonathan Cohen); (2) "Development in Context: Imagining the Child at Hand" (Barbara K. Eisold); (3) "School Climate and Social and Emotional Development in the Young Child" (Joy E. Fopiano and Norris M. Haynes); (4) "Helping Emotionally Vulnerable Children: Moving toward an Empathic Orientation in the Classroom" (Deborah Mugno and Donald Rosenblitt); (5) "Creating a Classroom Community Where Social Emotional Learning Thrives: The Case of the 'Cool Girls' List" (Ruth Charney and Roxann Kriete); (6) "Fostering Emotional Intelligence in the Classroom and School: Strategies from the Child Development Project" (Stefan Dasho, Catherine Lewis, and Marilyn Watson); (7) "Reach Out to Schools: A Social Competency Program" (Pamela Seigle); (8) "I Can Problem Solve (ICPS): A Cognitive Approach to the Prevention of Early High-Risk Behaviors" (Myrna B. Shure and Ann-Linn Glaser); (9) "PATHS in Your Classroom: Promoting Emotional Literacy and Alleviating Emotional Distress" (Carol A. Kusche and Mark T. Greenberg); (10) "Improving the Social and Intellectual Climate in Elementary Schools by Addressing Bully-Victim-Bystander Power Struggles" (Stuart W. Twemlow, Peter Fonagy, Frank C. Sacco, Martin L. Gies, and Debora Hess); (11) "Social and Emotional Learning: The Future Is Now" (Ronald J. Areglado); and (12) "Social and Emotional Literacy for All in the Twenty-First Century: A Challenge and a Necessity" (Jonathan Cohen). Each chapter contains references. (KB)

ED 464 717 PS 030 317

Perry, Jane P.
Outdoor Play: Teaching Strategies with Young Children. Early Childhood Education Series.
PUB DATE- 01
NOTE- 128p.; Foreword by Doris Pronin Fromberg.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; Ethnography; Models; *Outdoor Activities; Outdoor Education; *Play; *Preschool Curriculum; *Preschool Teachers; *Pretend Play; Student Centered Curriculum; Teacher Student Relationship; *Young Children
IDENTIFIERS- Ecological Perspective; Play Learning; Play Theory

Noting that outdoor play is a significant yet frequently overlooked aspect of young children's development, this book uses a framework of initiation, negotiation, and enactment to show how early childhood teachers can support self-directed pretend play and to connect theories of play and children's culture. The book's preface details the methodology of this study, conducted at an early childhood program on a university campus serving ethnically diverse 3- to 5-year-olds from middle- to upper-class families. Data were collected through videotapes of play yard activities, audiotapes of reviews of the videotapes by teachers, and field notes. Chapter One conceptualizes the play yard as a set of discrete expectations and cues for learning, details the model used for analysis,

PUB DATE- 01
NOTE- 47p.; Project staff were Pat Redmond and Bettina Pearl. Project was funded by the Nathan Cummings Foundation and GlaxoSmithKline.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Health; *Children; *Health Insurance; Low Income Groups; *Outreach Programs; *Prevention; Program Descriptions
IDENTIFIERS- Barriers to Participation; *Childrens Health Insurance Program; *Medicaid; Pennsylvania

This report examines some of the ways a sample of Pennsylvania health care providers participating in Medicaid and the Children's Health Insurance Program (CHIP) strive to ensure that the children they serve make use of preventive health care. The report also identifies how managed care organizations or benefits administrators contracting with the state typically inform families about available benefits, assist them in using services, and interact on these issues with children's primary care providers. Information for the report was collected through interviews with personnel from 40 health care organizations. Responses indicated that a variety of preventive care outreach approaches are being used. Reminder calls and missed appointment notices were effective strategies used by most of the providers. Other more ambitious initiatives include welcome calls to all new CHIP members and a follow-up program to provide intensive education and support through home visits and referrals. Responses also indicated that compliance with required follow-up to families of children whose EPSDT screens are overdue is often difficult or impossible for many primary care providers. The amount of outreach and assistance provided by managed care organizations varied. Medicaid managed-care organizations report difficulty in locating families. A significant amount of outreach materials are produced only in English. The report includes recommendations intended to enhance the accomplishments of the organizations and to prompt the development of new best practices. Appended is an in-depth examination of how a primary care provider and two CHIP organizations approach preventive care outreach, and a discussion of the issue of locating families who move frequently. (Contains 25 endnotes.) (KB)

ED 464 736 PS 030 359

Waiting in Line: Low Income Families and the Search for Housing. Watching Out for Children in Changing Times.
SPONS. AGENCY- William Penn Foundation, Philadelphia, PA.
PUB DATE- 01
NOTE- 44p.; Watching Out for Children Project Staff are Kathleen Fisher, Shelly D. Yanoff, Harriet Dichter, and Steven E. Fynes.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Children; City Government; *Family Income; *Housing; *Housing Needs; *Housing Opportunities; *Low Income Groups; *Public Policy; State Programs; Urban Problems; Well Being
IDENTIFIERS- Pennsylvania (Philadelphia)

The existing housing crisis for Philadelphia's low income families has been exacerbated by a decrease in the real income of these families over the past 10 years, a shortage of affordable housing during the same period, and the deterioration of much of the existing housing stock. "Watching

Chicago, IL.; David and Lucile Packard Foundation, Los Altos, CA.; William and Flora Hewlett Foundation, Palo Alto, CA.; Annie E. Casey Foundation, Baltimore, MD.; Edna McConnell Clark Foundation, New York, NY.
PUB DATE- 02
NOTE- 10p.; Also supported by the Doris Duke Charitable Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavior Development; *Child Abuse; Child Health; *Child Neglect; *Children; Cognitive Development; Demography; Evaluation Methods; Public Policy; Research Needs; Social Development; Social Services; Trend Analysis; *Well Being

Despite persistent media headlines about extreme cases of child abuse and neglect, the public remains largely uninformed about the developmental status of children affected by this tragic problem. The research brief draws on available data and recent research to summarize what is known about these outcomes in several critical areasphysical and mental health; cognitive and educational attainment; and social and behavioral development. To put this information into a larger context, the brief sketches out the dimensions and severity of the child maltreatment problem and the demographic characteristics of its victims. Finally, the brief considers the need to develop reliable indicators to assess and monitor the outcomes of children reported as abused or neglected. In particular, the brief suggests that incorporating child well-being indicators into the existing databases of local and state social service agencies may be a feasible and practical way to improve the capacity of these agencies to address the needs of vulnerable children. The use of such indicators could also provide benchmarks to inform public officials and community leaders about the conditions and needs of the populations served by social service agencies, and to monitor their outcomes as programs, policies, and practice guidelines change over time. (HTH)

ED 464 754   PS 030 378

Campbell, Sheralyn; Castelino, Tracy; Coady, Margaret; Lawrence, Heather; MacNaughton, Glenda; Rolfe, Sharne; Smith, Kylie; Totta, Jeni
Our Part in Peace.
PUB DATE- 02
NOTE- 25p.; Published quarterly. Theme issue.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Child Relationship; Age Differences; Child Development; *Childrens Rights; Day Care; Early Childhood Education; *Educational Environment; Educational Policy; Family Life; Foreign Countries; *Peace; *Preschool Teachers; *Teacher Role; Teacher Student Relationship; *Young Children
IDENTIFIERS- *Peace Education; Respect

Noting that peace concerns justice and respect for everyone's basic rights, this booklet examines how children, teachers, and parents understand peace, and how they can learn together to respect each other and create peaceful environments for young children. Following introductory remarks, it describes the for college preparation were closed to Indian students, who were often marked for remediation programs instead of mainstream or advanced classes. Recommendations to principals, parents, and counselors are included. Data are presented on the schools' Indian enrollment, dropout rate, attendance rate, accreditation status, enrollments in specific courses, college enrollment, teacher characteristics, extracurricular activities, and counselor training needs. Appendices present the survey form, a bibliography of scholarship directories, and a college preparation checklist. (TD)

ED 464 771 RC 023 466

Migrant Health Issues. Monograph Series.
SPONS. AGENCY- National Advisory Council on Migrant Health, Rockville, MD.
PUB DATE- 01
NOTE- 71p.; Preface by Adolfo Valdez. Introduction by Daniel Hawkins. Reviewed by the Migrant Health Branch, DHHS.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Allied Health Occupations Education; Child Health; Child Labor; Cross Cultural Training; *Educational Needs; Health Promotion; Human Services; Medical Education; Mental Health; *Migrant Children; *Migrant Health Services; Migrant Housing; *Migrant Workers; Migrant Youth; Occupational Safety and Health; Outreach Programs; Physical Health; Professional Training
IDENTIFIERS- *Access to Health Care; Childrens Health Insurance Program

This document contains 10 short monographs on priority issues relevant to the health and well-being of migrant and seasonal farmworkers and their families. An introduction by Daniel Hawkins discusses the important role of migrant health centers in providing primary and preventive health care services to this disadvantaged and underserved population. The monographs are: (1) "Dental/Oral Health Services" (Gina R. Lombardi); (2) "Environmental/Occupational Safety and Health" (Alice Larson); (3) "Medicaid and the State Children's Health Insurance Program" (Elizabeth Arendale); (4) "Mental Health and Substance Abuse" (Joseph D. Hovey); (5) "Outreach Services" (Tina Castanares); (6) "Domestic Violence Services" (Rachel Rodriguez); (7) "Disaster Relief" (Elia Gallardo); (8) "Housing" (Christopher Holden); (9) "Recruitment, Retention, and Training of Bilingual/Bicultural Staff" (Marian McDonald); and (10) "Child Labor" (Shelley Davis). Many monographs include discussions of related health education needs and training of medical and health professionals. (Contains references in each monograph.) (SV)

ED 464 772 RC 023 472

Harris, Mary M.; Holdman, Linda; Clark, Robin E.; Harris, T. Robert
Rural Teachers in Project Launch.
PUB DATE- 01
NOTE- 33p.; Paper presented at the Research Form of the National Rural Education Association (93rd, Albuquerque, NM, October 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 464 789 RC 023 512

Ward, Colin
Education for Resourcefulness.
PUB DATE- 93
NOTE- 22p.; Keynote lecture given at the Annual Human Scale Education conference (Dartington, England, April 1992). Number 2 in a series of occasional papers about different aspects of human scale education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; *Creativity; *Education Work Relationship; *Educational Environment; *Educational Philosophy; Elementary Secondary Education; Foreign Countries; Innovation; Personal Autonomy; Progressive Education; Quality of Life; *Role of Education; Small Businesses; Teacher Student Relationship
IDENTIFIERS- England; Italy

Two analogies illustrate differences in educational philosophy: the child as clay to be molded by teachers to conform to predetermined standards, and the child as a flower, tended by the teacher so that it may blossom in its own way. Case studies of delinquent children have shown that some children are able draw upon inner resources and unexplained strength to make very full use of a limited intelligence quotient or an adverse environment. How can these inner resources be discovered and built upon? The sought-after ingredient is resourcefulness, and several studies have demonstrated a link between inventive economies and childrearing that emphasizes reasoning and discussion instead of control and physical discipline. Modern society's demand for social conformity and the quiescence necessary to maintain inequality has stifled creativity. Only socially isolated groups have been able to sustain the truer form of egalitarianism which fosters real social independence and individuality. Perhaps education for resourcefulness would be a curriculum built around the arts, which foster creativity. It is noted that the performing arts provide more employment and more foreign currency for Britain than the motor industry. Many people remember the influence of a particular teacher whose resourcefulness liberated their own resourcefulness and set them in motion like a gyroscope. Perhaps it is this particular magic that is at the core of "education as if people mattered." (Contains 13 references.) (TD)

ED 464 790 RC 023 513

Hodgetts, Colin, Ed.
Creating a Campus for Small Schools: New York City's Answer to Failing High Schools. A Seminar with Ann Cook.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Class Size; *Educational Change; Educational Environment; Elementary Secondary Education; High Risk Students; *House Plan; Mixed Age Grouping; Preschool Education; *School Culture; *School Effectiveness; *School Size; *Small Schools; Teacher Role; Urban Schools
IDENTIFIERS- *New York City Board of Education; Sense of Community

IDENTIFIERS- Calculator Based Laboratories
This project description is designed to show how graphing calculators and calculator-based laboratories (CBLs) can be used to explore topics in physics and health sciences. The activities address such topics as respiration, heart rate, and the circulatory system. Teaching notes and calculator instructions are included as are blackline masters. (MM)

ED 464 809 SE 066 012

Edlger, Marlow
The Innovative Science Curriculum.
PUB DATE- 02
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Evaluation; *Science Curriculum; *Science Education; Scientific Methodology; Secondary Education; Testing
This position paper is written to outline recommendations for a quality science curriculum for schools. Among the recommendations made are that the science curriculum needs to stress excellence; that inquiry approaches are important in helping students to become curious learners who identify problems; that observing natural phenomena in the environment should be the starting point for scientific inquiry; and that emphasis should be placed on the formulation of hypotheses. Sections of the paper deal with recommendations for types of resources that could be used, criticism of state mandated testing, and how to harmonize testing with portfolios. (MM)

ED 464 810 SE 066 042

Abell, Sandra K., Ed.
Science Teacher Education: An International Perspective.
PUB DATE- 00
NOTE- 236p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Educational Change; Educational Policy; Foreign Countries; High Schools; Partnerships in Education; *Science Teachers; *Teacher Education
IDENTIFIERS- Australia; Bolivia; Chile; Egypt; Italy; Lebanon; Pakistan; United Kingdom; Venezuela
This book presents reform efforts in science teacher education from an international perspective. Chapters include: (1) "International Perspectives on Science Teacher Education: An Introduction" (Sandra K. Abell); (2) "The Development of Preservice Elementary Science Teacher Education in Australia" (Ken Appleton, Ian S. Ginns, and James J. Watters); (3) "Reform in Science Teacher Education in Italy: The Case of Physics" (Lidia Borghi, Anna De Ambrosis, and Paolo Mascheretti); (4) "Science Teacher Preparation in Lebanon: Reality and Future Directions" (Saouma BouJaoude); (5) "Science Teacher Education in Pakistan: Policies and Practices" (Hafiz Muhammad Iqbal and Nasir Mahmood); (6) "Higher Order Thinking in Science Teacher Education in Israel" (Yehudith Weinberger and Anat Zohar); (7) "Secondary Science Student Teaching Assessment Model: A United States and United Kingdom Collaborative" (Kate A. Baird, Marilyn M. Brodie, Stuart C. Bevins, and Pamela G. Christol); (8) "Thinking Like a Teacher: Learning to Teach Science in a Study Abroad Program" (Sandra K. Abell and Amy M. Jacks); (9)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; High Schools; Science Education; *Science Laboratories; *Student Attitudes
IDENTIFIERS- *Learning Environments; South Korea

The purpose of this study was to investigate Korean high school students' perceptions of their laboratory classrooms, focusing especially on the aspects measured by the items in the Science Laboratory Environment Inventory (SLEI). The study involved 439 high school students from three different streams (145 from the humanities stream, 195 from the science-oriented stream, and 99 from the science-independent stream). The validity and reliability of a translated version of the SLEI were confirmed when used with Korean students. Associations between laboratory classroom environments and students' attitudes were found. When the perceptions of students from the three streams were compared, it was found that students from the science-independent stream perceived their classroom environments more favorably than did students in the other two streams. Interviews with students confirmed their responses to items in the SLEI and provided additional information about laboratory classroom environments in Korea. (Contains 39 references, 5 tables, and 2 figures.) (Author/MM)

ED 464 832 SE 066 117

Cakir, Ozlem Sila; Uzuntiryaki, Esen; Geban, Omer
Contribution of Conceptual Change Texts and Concept Mapping to Students' Understanding of Acids and Bases.
PUB DATE- 02
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 6-10, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acids; *Chemistry; Concept Formation; Concept Mapping; High Schools; *Misconceptions; Science Education; Sex Differences
IDENTIFIERS- *Bases (Chemistry); *Conceptual Change

This study was conducted to compare effects of concept mapping and conceptual change texts instruction over traditional instruction on 10th grade students' understanding of acid and base concepts. 110 students from 6 classes of a chemistry course taught by the same teacher were enrolled in the study. There were four experimental group classes and two control group classes. Two experimental groups class were instructed with concept mapping instruction; and the other two experimental groups were taught with conceptual change texts instruction and the next two classes were assigned as control group students instructed with traditional instruction. All students were administered the Acids and Bases Concept pre-test and post-test. A two-way ANOVA was used for statistical analyses. The results showed that concept mapping instruction and the conceptual change texts instruction caused a significantly better acquisition of scientific conceptions related to acids and bases than the traditional instruction. Also, there was no effect of gender difference on understanding of acid and base concepts. (Contains 37 references.) (Author/MM)

ED 464 833 SE 066 119

standards might be assessed through that activity. The elements in the Trace Maps are designed to lead students to attain the Connecticut standards for each discipline. Content standards addressed in these music Trace Maps for grades 2 and 4 are: (1) students will sing, alone and with others, a varied repertoire of music; (2) students will play, alone and with others, a varied repertoire of instrumental music; (3) students will improvise melodies, variations, and accompaniments; (4) students will compose and arrange music; (5) students will read and notate music; (6) students will listen to, describe, and analyze music; (7) students will evaluate music and music performances; (8) students will make connections between music, other disciplines, and daily life; and (9) students will understand music in relation to history and culture. (BT)

ED 464 852 SO 033 725

Connecticut Music Trace Map for Grades 6 and 8. Revised.
PUB DATE- 99
NOTE- 47p.; For related trace maps, see SO 033 722-726.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Curriculum Development; Grade 6; Grade 8; Intermediate Grades; Junior High Schools; Learning Activities; *Music; *Music Activities; *Music Education; Public Schools; *State Standards; Student Educational Objectives; Student Evaluation
IDENTIFIERS- Connecticut

These Connecticut Curriculum Trace Maps for music are designed to help curriculum developers and teachers translate Connecticut's K-12 performance standards into objectives and classroom practices. Trace Maps provide specific descriptions of what students should know and be able to do at smaller grade level clusters. Elements in the Trace Maps are designed to lead students to attain the Connecticut standards for each discipline. Connecticut's music Trace Maps present examples of assessable activities for grades 2, 4, 6, 8, 10, and 12 based on the Connecticut Standards. A code appears at the end of each music activity to indicate which content and performance standards might be assessed through that activity. Content standards addressed in these music Trace Maps for grades 6 and 8 are: (1) students will sing, alone and with others, a varied repertoire of songs; (2) students will play, alone and with others, a varied repertoire of instrumental music; (3) students will improvise melodies, variations, and accompaniments; (4) students will compose and arrange music; (5) students will read and notate music; (6) students will listen to, describe, and analyze music; (7) students will evaluate music and music performance; (8) students will make connections between music, other disciplines, and daily life; and (9) students will understand music in relation to history and culture. (BT)

ED 464 853 SO 033 726

Connecticut Music Trace Map for Grades 10 and 12. Revised.
PUB DATE- 99
NOTE- 35p.; For related trace maps, see SO 033 722-725.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Curriculum Development; Grade 10; Grade 12; High Schools; Learning Activities; *Music; *Music Activities; *Music Education; Public Schools; *State Standards;

Stansfield, John
Writers of the American West: Multicultural Learning Encounters.
PUB DATE- 02
NOTE- 279p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Authors; Classroom Techniques; *Cultural Context; Intermediate Grades; Junior High Schools; Learning Activities; Multicultural Education; Skill Development; *United States Literature
IDENTIFIERS- Biodata; Childhood Experiences; Multicultural Materials; *United States (West)

This book focuses on the childhood and young adult experience of 10 of the American West's most intriguing writers. The book presents autobiographical and other primary sources, biographical sketches, teaching guidelines, and numerous curriculum-driven activities to engage young readers in the works of notable people whose lives were shaped by the American West. Designed to build reading, writing, speaking, geography, and multimedia reporting skills in students, each chapter provides the following: an appreciation of the writer; in his/her own words; the writer's life; teaching advice; learning horizons (activities); and storyteller resources. Many of the learning activities in the book are presented in reproducible format. Following the introduction and user's guide, the book features these writers: Charles A. Eastman (Ohiyesa); Zitkala-Sa (Gertrude Simmons Bonnin); Hal Borland; Julia Archibald Holmes; Ralph Moody; John Muir; Margaret Murie; Beverly Cleary; Gary Soto; and Laurence Yep. A bonus section at the end of the book features 21 other western writers for further exploration. (BT)

ED 464 873   SO 033 817

Greenberg, Ronald M., Ed.
Creative Teaching with Historic Places.
PUB DATE- 00
NOTE- 54p.; Theme issue. For Volume 25 Number 1, see SO 033 818.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Creative Teaching; *Cultural Awareness; Heritage Education; *Historic Sites; Instructional Innovation; Intermediate Grades; *Local History; National Parks; Primary Sources; Secondary Education; Social Studies; Student Educational Objectives; *United States History
IDENTIFIERS- *Cultural Resources; National Register of Historic Places

This journal contains articles and materials to help teachers instruct students about U.S. historical and cultural heritage. Articles and teaching materials are: "History in the Hands of Tomorrow's Citizens" (C. D. Shull; B. M. Boland); "On-Site Learning--The Power of Historic Places" (J. O. Horton); "Visualizing History--Inquiring Minds Want To Know" (B. M. Boland); "Sources, Sites, and Standards" (L. A. Potter); "Creating Place-Based Classroom Resources--Teaching with Historic Places Lesson Plans" (B. K. Ollo); "It's History 'Just for Kids'" (S. Casad-Lodge); "Writing a TwHP Lesson Plan--A View from the Gaylord Building" (D. H. Cremin); "A Blast from the Past--Using Historic Sites in the Classroom" (K. K. Callentine); "Arizona Students Learn from a Georgia Civil War

Lapp, Michael S.; Grigg, Wendy S.; Tay-Lim, Brenda S. H.
The Nation's Report Card: U.S. History, 2001.
PUB DATE- 02
NOTE- 179p.; Written in collaboration with Tatyana Petrovicheva and Satwinder Thind. The work upon which this publication is based was performed for the National Center for Education Statistics by the Educational Testing Service.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Elementary Secondary Education; *Grade 12; *Grade 4; *Grade 8; Public Schools; School Surveys; *Student Evaluation; *United States History
IDENTIFIERS- *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is the nation's only ongoing representative sample survey of student achievement in core subject areas. In 2001, NAEP conducted a national United States history assessment of fourth-, eighth-, and twelfth-grade students. This report presents a summary of the results of the NAEP 2001 U.S. history assessment for the nation. Results in 2001 are compared to results in 1994, the next most recent year in which the NAEP conducted a U.S. history assessment and the only other assessment year in which the test questions were based on the current framework. Students' performance on the assessment is described in terms of average scores on a 0-500 scale and in terms of the percentage of students attaining 3 achievement levels: (1) Basic; (2) Proficient; and (3) Advanced. The report provides results for subgroups of students at the three grade levels defined by various background and contextual characteristics. Appended are an overview of the procedures used in the NAEP assessment and data collection. (BT)

ED 464 894 SP 040 675

Delaware Teachers' Desk Reference to Standards and Performance Indicators for Curriculum Planning and Unit Development, K-5.
PUB DATE- 98
NOTE- 268p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Curriculum Development; Elementary Education; Elementary School Students; Lesson Plans; Planning; Units of Study
IDENTIFIERS- Delaware; *School Performance Indicators

This guide is part of the Delaware Department of Education's ongoing efforts to provide assistance and support to local school districts in their development of a standards-based curriculum. The guide details the essential skills and knowledge that elementary students must attain at each grade level in English language arts, mathematics, science, and social studies; specifies the eligible content for the Delaware Student Testing Program at grades 3 and 5; gives district curriculum committees material to help guide the development and revision of curricula; serves as a reference for teachers in planning lessons and developing units; and provides an overview of all performance indicators at each grade level in order to facilitate teachers' planning of disciplinary and interdisciplinary units of study. The performance indicators

Colby, Susan A.; Bradshaw, Lynn K.; Joyner, Randy L.
Teacher Evaluation: A Review of the Literature.
PUB DATE- 02
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Criteria; Elementary Secondary Education; *Evaluation Methods; Higher Education; Literature Reviews; Program Effectiveness; *Teacher Evaluation
IDENTIFIERS- ERIC

The teacher evaluation literature was reviewed to discover insights to further the understanding of teacher evaluation. Information was gathered from a review of the empirical research and theoretical literature related to teacher evaluation through more than 30 ERIC searches. A matrix was developed to summarize the findings from each research study and theoretical article or book. Findings were coded by topic, and the topics were grouped by general theme. Findings were categorized into five criteria that can be used to determine the effectiveness of a teacher evaluation system. These criteria are: (1) purposes for evaluation match the methods or procedures; (2) district commitment is evident in sound policies and practices and appropriate allocation of time and resources; (3) teacher evaluation is tightly connected to district priorities and school functions; (4) educational leaders play a strong, positive role in evaluation; and (5) the evaluation environment is supportive of ongoing professional learning. These criteria served as a foundation for effective teacher evaluation beginning in the 1980s and can serve as a framework for guiding research and educator efforts to strengthen teacher evaluation. An appendix compares research-based criteria with expert guidelines. (Contains 102 references.) (SLD)

ED 464 916 TM 033 846

Colby, Susan A.; Bradshaw, Lynn K.; Joyner, Randy L.
Perceptions of Teacher Evaluation Systems and Their Impact on School Improvement, Professional Development and Student Learning.
PUB DATE- 02
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Administrators; *Attitudes; *Educational Improvement; Elementary Secondary Education; *Faculty Development; *Learning; Local Issues; School Districts; State Programs; *Teacher Evaluation; *Teachers
IDENTIFIERS- *Local Control

A study was conducted to determine whether teachers in districts using state-mandated (traditional) teacher evaluation systems or educators in districts using locally developed alternative teacher evaluation systems perceived teacher evaluation as having a stronger positive impact on school improvement, administration modes, but other items did. A variety of factors appeared to contribute to mode effects, and each item seemed to have a unique set of circumstances. Changes to the computer interface appeared to affect performance. Overall, results suggest that while performance effects do occur across modes, they have a fairly small effect in practice. Simulation results suggest that item parameters calibrated from paper and pencil tests could probably be used initially in a computer administration. (Contains 18 tables.) (SLD)

ED 464 935 TM 033 866

Haenn, Joseph F.
A Longitudinal Evaluation of the Long-Term Effects of a Reading Recovery Program.
PUB DATE- 02
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; Grade 1; High Risk Students; Longitudinal Studies; Low Achievement; Primary Education; Program Evaluation; Public Schools; Reading Achievement; Reading Programs
IDENTIFIERS- *Reading Recovery Projects

The Reading Recovery Program, designed to help low-achieving first graders learn to use effective reading strategies, was fully implemented in the Durham, North Carolina, public schools in the 1994-1995 school year. An evaluation was conducted to assess the effects of the program over time through the achievement of students in the 1994-1995 (n=167), 1995-1996 (n=302), and 1996-1997 (n=314) school years. The performance of Reading Recovery students was compared with that of 50 randomly selected students who did not participate in Reading Recovery. Between 7 in 10 and 8 in 10 students completed the program each year. Data indicate that the Reading Recovery program is helping significant numbers of students to read at or above the expected grade level. Five to 7 years after being exposed to Reading Recovery, students were performing within 10 to 15 percentile points of a comparison group of average students. The fact that a higher percentage of students in the comparison group were reading at or above grade level is not surprising, since the goal of Reading Recovery is to help the lowest achieving students learn to use effective reading strategies. Data also indicate that each successive cohort of Durham Public Schools Reading Recovery programs performed better than its predecessor. An appendix shows the scale scores associated with each achievement level on the North Carolina end-of-grade tests. (Contains 13 tables.) (SLD)

ED 464 936 TM 033 867

Hoffman, Ellen S.
Can Research Improve Technology Planning Policy?
PUB DATE- 02
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

High School Students; Junior High Schools; *Regression (Statistics); Scores
IDENTIFIERS- *Artifacts; Kentucky; Maine

This study explored the extent to which current adequate yearly progress (AYP) indices reflect real change or a statistical artifact. The objective, in more specific terms, was to investigate regression artifacts in evaluating schools' academic progress and explore methods to overcome their effects in developing AYP measures. Schools in Kentucky and Maine were studied, using eighth-grade achievement data from the two states' student assessments, the Kentucky Instructional Results Information System and the Maine Educational Assessment. Three different types of school achievement gain estimates were computed: (1) the 1-year gain measure; (2) a 2-year gain measure; and (3) a 3-year gain measure. Time-reversed analyses were conducted to determine whether gain score really was a regression artifact. Findings for both states show that higher performing schools tend to gain less while lower performing schools gain more. This illustrates the well-known regression to the mean status phenomenon. Results also reveal regression to the mean growth phenomenon. Schools that gained more in the past tend to gain relatively less. The first force tends to make higher and lower performing schools appear convergent in their status, and the latter force may make more and less improving schools appear convergent in their growth. These two forces as statistical artifacts may confound AYP measures and need to be addressed. (Contains 4 figures, 11 tables, and 9 references.) (SLD)

ED 464 956 TM 033 887

Jensen, Jacquelyn W.; Winitzky, Nancy
Exploring Preservice Teacher Thinking: A Comparison of Five Measures.
PUB DATE- 02
NOTE- 28p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY, February 23-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Mapping; Correlation; Higher Education; Interviews; *Measurement Techniques; *Preservice Teachers; *Teacher Attitudes; Teacher Education
IDENTIFIERS- Self Report Measures; *Structure of Knowledge

Researchers use an array of measures to provide lenses and levels of magnification for exploring teacher candidates' thinking. This paper describes five measures in terms of their costs, benefits, and the kinds of data each yields. These measures include a demographic questionnaire, concept mapping, a learning questionnaire, stimulated recall interview, and a short answer assessment. The measures are illustrated through a study involving 16 female teacher candidates. Among the most significant findings was the degree of correlation among the various measures and the differing information between the stimulated recall and the learning questionnaire. Qualitative analyses of the concept maps reveal more cognitive change than do quantitative analyses. The moderate correlation among the three primary knowledge measures (concept maps, learning questionnaire, and short answer assessment) means that candidates' structural, declarative knowledge is related to candidates' explicit self-reports, which are in turn related to tests of the content. An examination of these measures can be

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Rate; English (Second Language); *Graduation; *High School Graduates; High Schools; Immigrants; Minority Group Children; Racial Differences; Sex Differences; Special Education; Urban Schools
IDENTIFIERS- New York City Board of Education; New York (New York)

This report presents progress toward school completion of New York City public school students who entered ninth grade in 1997 and were scheduled to graduate on time in 2001. Outcomes are presented for the whole class and by gender, native language, race/ethnicity, and immigrant status. The class of 2001 dropout rate was 20.4 percent, marking the third consecutive year that dropout rates increased. The dropout rate increased for all groups except American Indians/Alaska Natives and increased most among Blacks and Hispanics. The graduation rate increased 1.1 percentage points over the previous year, to 51 percent. The percentage of students continuing into a fifth year of high school declined from 30.8 percent in 2000 to 28.6 percent in 2001. Former English language learners (ELLs) and English proficient students had higher graduation rates than did current ELLs. Significantly more females than males graduated on time. A strong positive relationship existed between expected graduation age and school completion. Almost two-thirds of high school special education students and three-quarters of special education students in Citywide Programs were still enrolled in high school in June 2001. While the percentage of students dropping out increased, the percentage of students meeting graduation requirements also increased. Tables are appended. (SM)

ED 464 976 UD 034 998

Still Separate, Still Unequal: A Look at Racial Inequality in California Schools 47 Years after Brown v. Board of Education. Expanded Edition.
SPONS. AGENCY- Applied Research Center, Oakland, CA.
PUB DATE- 01
NOTE- 55p.; Also supported by "We Interrupt This Message."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Black Students; Civil Rights; Discipline; *Educational Environment; Elementary Secondary Education; *Equal Education; Hispanic American Students; *Minority Group Children; *Minority Group Teachers; *Racial Discrimination
IDENTIFIERS- Brown v Board of Education; *California

This report presents research on educational equality in three California school districts. Most of the data came from a computerized survey instrument, the Racial Justice Report Card, which evaluates school districts on issues crucial to racial equality. Statistical data were supplemented with student interviews. Results show that African American and Latino students are being shut out of the basic classes needed to be eligible to apply to college. They are routinely left out of gifted and advanced classes. Students reveal that they face rats, roaches, deteriorating buildings, and a lack of basic resources in their efforts to get a decent education. School disciplinary actions have an unequal impact on African American and Latino students. The racial makeup of teaching staff is proportionately opposite that of their representations in the student body. Black, Asian, and Latino teachers make up a much opportunity is formed that encourages learning as a family activity. At the cost of $10 per day per child, these shelter-based after-school programs are very cost effective. (SM)

ED 464 996 UD 035 031

Bacon, Beth
Communities at Work: A Guidebook of Strategic Interventions for Community Change.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 01
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; Community Involvement; *Educational Change; Educational Improvement; Educational Policy; Elementary Secondary Education; Policy Analysis; *Public Education; School Community Relationship; School Districts; Teacher Participation
IDENTIFIERS- Constituency Development; Legal Procedures; *Local Education Funds

This guidebook presents strategic interventions for community change. It is designed to build an understanding of six strategic interventions and create the capacity to deploy them. It helps local education funds (LEF) engage their communities, organize parents and other residents, advocate for sound policy, and work with districts and teachers. These activities fall into six categories: community dialogue, constituency building for organizing and advocacy, engaging practitioners, collaboration with districts, policy analysis, and legal strategies. Each of the interventions includes the following components: a description of and rationale for the intervention; two LEF examples of the intervention at work; lessons learned from the efforts (key lessons from both of the LEFs are compiled); tools (such as questionnaires, a facilitator's guide, and models of related efforts) to help LEFs implement interventions on their own; and resources that provide references to additional information. (SM)

ED 464 997 UD 035 032

Sanders, Mavis G.; Simon, Beth S.
Program Development in the National Network of Partnership Schools: A Comparison of Elementary, Middle, and High Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Improvement; Elementary Secondary Education; Family Involvement; *Partnerships in Education; Program Effectiveness; *School Community Relationship

Based on surveys of 375 elementary, middle, and high schools in the National Network of Partnership Schools (NNPS), this report identifies differences and similarities in the development and quality of these schools' programs of school, family, and community partnership, examining how NNPS members at various school levels implemented partnership programs and used NNPS introduces the two experienced teachers involved in the study, and describes the classroom teaching culture. Chapters Two through Five provide anecdotal evidence of children who are working to establish friendships and feel in control of their thoughts and actions, highlighting how two teachers with the same philosophical orientation differ in their goal of maintaining the duration of a play episode. Chapter Six outlines teacher decisions and strategies used to create, preserve, and protect outdoor areas for play while honoring children's self-direction. Chapter Seven provides anecdotal evidence to illuminate the children's and the teachers' expectations for interacting in the play yard, emphasizing the point of rupture in peer play episodes as opportunities to confer acknowledgment, and negotiate meanings between the peer and teaching cultures. The book provides tools to advocate for children by providing language to identify a play episode sequence, playmates' intentions, and teachers' strategies for supporting children's learning during outdoor play. (Contains 67 references.) (KB)

ED 464 718 PS 030 318

DeVries, Rheta; Zan, Betty; Hildebrandt, Carolyn; Edmiaston, Rebecca; Sales, Christina
Developing Constructivist Early Childhood Curriculum: Practical Principles and Activities. Early Childhood Education Series.
PUB DATE- 02
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Class Activities; *Constructivism (Learning); *Developmentally Appropriate Practices; *Early Childhood Education; Educational Practices; Educational Theories; *Kindergarten; Kindergarten Children; Learning Activities; Piagetian Theory; *Play; Preschool Children; *Preschool Curriculum; Science Activities
IDENTIFIERS- Play Learning; Social Constructivism

This book provides a constructivist interpretation of developmentally appropriate preschool and kindergarten curriculum, incorporating descriptions of how activities are transformed over time and how children's reasoning is transformed, and placing the interpretation in the context of the play-oriented approach advocated by the National Association for the Education of Young Children (NAEYC). The book's introduction argues that NAEYC's criticism of inappropriate "work" in early childhood education has had the effect of giving all work a bad name and that both play and work can engage children's interest, experimentation, and cooperation, and meet the criteria for constructivist activities. Part 1 of the book focuses on theoretical and practical foundations for developing constructivist early childhood curriculum. Parts 2 and 3 offer detailed descriptions of classroom activities and principles of teaching followed by constructivist teachers. Each part begins with an introduction setting the stage for the following chapters, detailing stages in children's reasoning, and presenting general teaching principles. Chapter 1 describes four types of classrooms reflecting different interpretations of the role of play in early childhood education. Chapter 2 defines constructivist

Out for Children in Changing Times," a joint effort between the United Way of Southeastern Pennsylvania and Philadelphia Citizens for Children and Youth, tracks how recently changing public policies are affecting children, families, and the agencies that serve them. This report examines the impact of the related housing factors on low income families through the stories of "Watching Out" families. Participating in interviews were 40 families who had received Temporary Assistance for Needy Families at some point in the preceding 4 years. Findings indicated that the majority of Watching Out families were spending more than 30 percent of their income on housing. Much of the available, affordable housing was inadequate and dangerous, with Section 8 and public housing the only options for many families. Securing permanent subsidized housing was often delayed for months or years due to long waiting lists. The report includes recommendations for city, state, and federal governments; for local housing policymakers; for city and local housing agencies; and for the Department of Human Services and the Philadelphia Housing Authority. A description of housing assistance programs, a list of local and national resource organizations, and a glossary of housing terms completes the report. (Contains 49 endnotes.) (KB)

ED 464 737 PS 030 360

Oakman, Cheryl B.; Yanoff, Shelly D.; Raines, Bonnie; Fynes, Steven E.
Youth Development in Pennsylvania: Why Not Here? Why Not Now?
SPONS. AGENCY- William Penn Foundation, Philadelphia, PA.
PUB DATE- 01
NOTE- 22p.; Also produced by the Center for Youth Development.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *After School Education; *After School Programs; Change Agents; *Change Strategies; *Children; Program Descriptions; Public Policy; State Programs; *Youth Programs
IDENTIFIERS- Pennsylvania; State Policy

As the need for providing youth with positive, constructive, and supervised after-school opportunities is increasingly recognized, advocates and policymakers face the challenge of funding quality, affordable, accessible youth development programs that meet the needs of working families and enrich learning and social development for youth. Recognizing the need for state funds to augment the local, national, and philanthropic support for youth development in Pennsylvania, the Philadelphia Citizens for Children and Youth (PCCY) examined the experiences of other states in successfully supporting youth development initiatives. Information was obtained through interviews with child advocacy experts in several states where millions of dollars were appropriated to after-school and youth programs. This report details findings of that survey, describing youth development efforts and accomplishments in California, Illinois, Kentucky, Maine, Maryland, New York, and North Carolina, and discussing common elements to those initiatives. The report observes that each state had a persistent champion who made youth development their cause, that the impetus for youth development programs varied across states, that organizations and coalitions improved public awareness of the need for youth development programs, and that state and community leaders from both political parties could work together to create a strong youth development system. Concluding the report is a list of visions of children, parents, and teachers from the Swanston Street Children's Center in Australia for a peaceful and respectful community and presents the program philosophy. The booklet then lists steps taken at the Center whenever an issue or question about peace and respect is considered. The use of gallery displays to share concerns and differences is also discussed. Next, suggestions are provided for practitioners to build a peaceful and respectful community via dialogue through the arts or to create peaceful places for young children. The booklet then discusses children's right to a safe and secure childhood and the tradition of concern with peace and children's rights within the early childhood community. Ways surroundings can promote peace in children are also listed. Following this, children's understanding of peace at various ages is then detailed. The booklet concludes with suggestions for building policies for peace in children's services and a list of principles to guide policy development. (Contains 10 references and a list of Internet resources.) (KB)

ED 464 755 PS 030 379

Healthy Mothers, Healthy Infants: Reducing Racial and Ethnic Disparities. Rhode Island KIDS COUNT Issue Brief.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Robert Wood Johnson Foundation, Princeton, NJ.; David and Lucile Packard Foundation, Los Altos, CA.; Ford Foundation, New York, NY.; Ewing Marion Kauffman Foundation, Kansas City, MO.; Rhode Island Foundation, Providence.
PUB DATE- 02
NOTE- 15p.; Also funded by Prince Charitable Trusts and CVS/pharmacy.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Early Parenthood; Health Insurance; *Health Promotion; Infant Mortality; Infants; Mortality Rate; *Mothers; Pregnant Students; Prenatal Care; *Racial Differences; Social Indicators; State Programs; Trend Analysis
IDENTIFIERS- Childrens Health Insurance Program; Ethnic Differences; Indicators; Medicaid; *Rhode Island

This Kids Count issue brief details the strides made in Rhode Island over the last 10 years to improve maternal and child health, focusing on efforts to reduce racial and ethnic disparities. The brief notes that Rhode Island has made significant progress in several areas of maternal and infant care, most notably in access to insurance and early prenatal care. However, significant racial/ethnic disparities remain in several areas, for example, the infant mortality rate for blacks remains twice that for whites and higher than that of any other racial/ethnic group. Other racial/ethnic disparities are described concerning delayed prenatal care, smoking during pregnancy, and pregnancies and births to 15- to 17-year-olds. Potential causes for racial/ethnic disparities are discussed and include socioeconomic factors, behavioral factors, cultural factors, physiological risk factors, and system/provider bias. The brief attributed the contribution of RIte Care, Rhode Island's Medicaid managed care program, to the lowest rate of uninsured children in the nation (5 percent compared to 14 percent nationally). The Women's Health Screening and Referral Program is described as an initiative to prevent unintended pregnancies, improve pregnancy outcomes through risk identification and referral, identify service gaps, and create a continuum of care for women of childbearing age. The brief

DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; *Mentors; Program Effectiveness; Rural Schools; *Rural Urban Differences; *Teacher Evaluation; Teacher Persistence; Urban Schools
IDENTIFIERS- *North Dakota

Begun in 1996, Project Launch uses individual mentoring and day-long conferences to support new teachers in participating school districts in a 13-county area of North Dakota. First-year full-time teachers meet weekly with their assigned mentors to address immediate concerns and develop a teacher action plan. All participants gather for 4 days of large and small group programming covering needs identified by participants. In its first 4 years, the program was completed by 104 new teachers, including 72 in the Bismarck area, 7 in reservation or other American Indian schools, and 25 in small rural schools. Following a review of the literature on induction and retention of rural teachers, this paper examines the success of Project Launch for rural teachers, as compared to urban teachers. Data available for each participant included an individualized three-goal action plan developed with the mentor teacher, and a self-evaluation and mentor evaluation of first-year performance relative to the Project Launch framework for teaching. Profiles of participants' teaching strengths and teacher persistence were also considered. Rural participants differed significantly from urban participants in having lower self-perceived accomplishment of action plan goals, although their goals tended to be less specific. Rural participants were significantly more likely to move from their first positions after 1 year, but their attrition in later years was not significantly different from that of urban participants. Ways to structure induction programs more effectively for rural participants are proposed. (Contains 22 references.) (SV)

ED 464 773 RC 023 473

Kenyon, Peter; Sercombe, Howard; Black, Alan; Lhuede, Dominica
Creating Better Educational and Employment Opportunities for Rural Young People.
PUB DATE- 01
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Case Studies; Community Cooperation; *Community Development; Culturally Relevant Education; Demonstration Programs; *Distance Education; *Education Work Relationship; *Educational Needs; Elementary Secondary Education; Employment Opportunities; Foreign Countries; Geographic Isolation; Higher Education; Indigenous Populations; Information Technology; Rural Areas; *Rural Education; *Rural Youth; Vocational Education; Youth Programs
IDENTIFIERS- Aboriginal Australians; Access to Technology; *Australia; Training Needs

This study explores current education, training, and employment issues and opportunities for rural youth in Australia, and suggests ways in which relevant education, training, and employment options and prospects can be generated for rural youth. Specifically, this study documents the ways that economic and social changes in rural communities have impacted young people; identifies service gaps for young rural people that contribute to or hinder their effective participation in education, employment, and training; examines the adequacy of employment counseling services in local rural economies; identifies barriers to employment, education, and training

In 1993, New York City tried a different way of changing failing schools. A large failing high school was closed, and in its place were created four small high schools, a small elementary school, an infant and toddler program, a day care center for children of adolescent parents, and a medical clinic. Over a period of 3 or 4 years the building was emptied; the students who were there as first-year students stayed on until they graduated, but there were no new-entry students into that high school. The students who would have gone to that school went to the new schools. Initially, the new schools were not located in the big building. In time the large building was redesigned to house all the new schools and programs. The schools within the building are totally autonomous: they have their own curriculum, student body, parent group, faculty, and mission. A building council decides how to share certain common resources and draw on some of the benefits of numbers without experiencing the disadvantages of large schools. Students are exposed to adult conversation, mixed-aged grouping is utilized, and teachers are allowed to figure out what works. Pedagogy relies on conversation and seminars instead of conventional lectures. Twice a year there are projects involving all staff and students, and on certain days, students visit universities. Students learn to research and analyze issues and write papers on any subject. Ninety-four percent of students go on to college. Appendices present the principles of the Coalition of Essential Schools, the Center for Collaborative Education, and Human Scale Education. (TD)

ED 464 791 RC 023 515

Sterling, Stephen
Sustainable Education: Re-Visioning Learning and Change. Schumacher Briefings.
PUB DATE- 01
NOTE- 96p.; Published by Green Books, Ltd. for the Schumacher Society. Published approximately three times per year.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Change Strategies; Criticism; Ecology; *Educational Change; *Educational Needs; Educational Principles; Elementary Secondary Education; Futures (of Society); Higher Education; Holistic Approach; Quality of Life; Role of Education; *Sustainable Development; *World Views
IDENTIFIERS- Environmental Awareness; Paradigm Shifts; Reform Efforts

Today, most learning is functional or informational learning, which is oriented towards socialization and vocational goals that take no account of sustainability. This has been reinforced in Western educational systems by the introduction of a managerial view of education which has paralleled recent economic restructuring. This modernist educational paradigm derives from a broader social and cultural paradigm, which is fundamentally mechanistic and reductionist. There is a poor fit between this dominant paradigm and our experience of increasing complexity, interdependence, and systems breakdown in the world. Asserting education for sustainable development within the present educational framework can only meet with limited success, as such forms of educational change are marginalized by the mainstream. The real need is to change from transmissive toward transformative learning, but this in turn requires a transformed educational paradigm. Educators for change need a clearer understanding of an ecological, participatory worldview

"A Meeting of Two Cultures: The Experience of Facilitating a Teacher Enhancement Project for Egyptian High School Science Teachers" (Janice Koch and Angela Calabrese Barton); (10) "International Partnerships as a Means of Reforming Science Teacher Education: Bolivia, Chile, Venezuela, and the United States" (Jon E. Pederson, Ronald J. Bonnstetter, Marilu Rioseco, J. Mauro Briceno-Valero, Hernan Garcia, and James O'Callaghan); and (11) "International Science Educators' Perceptions of Scientific Literacy: Implications for Science Teacher Education" (Deborah J. Tippins, Sharon E. Nichols, Lynn A. Bryan, Bah Amadou, Sajin Chun, Hideo Ikeda, Elizabeth McKinley, Lesley Parker, and Lilia Reyes Herrera). (Contains 13 references.) (YDS)

ED 464 811 SE 066 043

Weiss, Iris R., Ed.; Knapp, Michael S., Ed.; Hollweg, Karen S., Ed.; Burrill, Gail, Ed.
Investigating the Influence of Standards: A Framework for Research in Mathematics, Science, and Technology Education.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 02
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Mathematics Education; *National Standards; *Research Methodology; Science Education; Technology Education

This book provides a framework to guide the design, conduct, and interpretation of research regarding the influences of nationally promulgated standards in mathematics, science, and technology education on student learning. The book is aimed at researchers and consumers of research such as teachers, teacher educators, and administrators intending that they will find the framework useful as they work toward developing an understanding of the influence of standards. Chapters include: (1) "Introduction"; (2) "Standards for Mathematics, Science, and Technology Education"; (3) "A Framework for Investigating the Influence of Education Standards"; (4) "Curriculum as a Channel of Influence: What Shapes What Is Taught to Whom?"; (5) "Teacher Development as a Channel of Influence: How Do Teachers Learn What and How To Teach?"; (6) "Assessment and Accountability: What Kinds of Assessment Are Used and for What Purposes?"; (7) "Contextual Forces That Influence the Education System"; and (8) "Using the Framework." (MM)

ED 464 812 SE 066 056

Hammrich, Penny L.
What the Science Standards Say: Implications for Teacher Education. Spotlight on Student Success.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 6p.; For the full report, see ED 422 270.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Change; Elementary Education; Higher Education; *National Standards; *Preservice Teacher Education; *Preservice Teachers; *Science Education; Science Teachers

This digest, part of the Spotlight on Student Success series,

Moore-Hart, Margaret A.; Liggit, Peggy; Daisey, Peggy
Interdisciplinary Teaching in a Water Educational Training Science Program: Its Impact on Science Concept Knowledge, Writing Performance, and Interest in Science and Writing of Elementary Students.
PUB DATE- 02
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructivism (Learning); Elementary Education; Inquiry; *Interdisciplinary Approach; Science Education; Scientific Literacy; Student Attitudes; Teaching Methods; *Water; *Writing (Composition)

This paper presents a study investigating the effects of the Water Education Training (WET) program on students' performance in science. The WET Program is an after school program using an interdisciplinary approach which has three main objectives: improving science concept knowledge, writing performance, and attitudes toward science and writing. The purpose of the study was to examine the effects of the WET program on elementary students' interest in science, their acquisition of science concept knowledge, and their interest and performance in writing about science. This study involved 291 elementary school students from 12 elementary schools within 10 districts in southeast Michigan. The implementation of the Wetland program and the use of observational, questionnaire, interviews, and survey data, as well as writing samples consistently indicated that the elementary students improved their science concept of knowledge, the writing performance, and their attitudes toward science and writing. Furthermore, the findings from the study reveal that the preservice teachers successfully implemented the WET Science Project as designed. Implications of findings are also discussed. (Contains 38 references and 7 tables.) (MM)

ED 464 834   SE 066 120

Courson, Susan K.; Zembal-Saul, Carla M.
Stories of Teaching Biotechnology: A Case Study of Volitional Curriculum Implementation.
PUB DATE- 02
NOTE- 32p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 6-10, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biotechnology; Educational Change; Elementary Secondary Education; *Professional Development; Science Curriculum; Science Instruction; *Science Laboratories; Scientific Literacy; *Skills; Teacher Education

This multi-participant case study used a phenomenological lens to understand the ways that science teachers make sense of implementing instructional innovations following their participation in a year-long biotechnology professional development program. Sources of data included a series in-depth interviews used to collect teachers' stories of implementation of biotechnology lessons and field notes taken by the researcher while conducting site visits. Data were analyzed

Student Educational Objectives; Student Evaluation
IDENTIFIERS- Connecticut

The Connecticut Curriculum Trace Maps for music are designed to help curriculum developers and teachers translate Connecticut's K-12 performance standards into objectives and classroom practice. The Trace Maps provide specific descriptions of what students should know and be able to do at smaller grade level clusters. The elements in the Trace Maps are designed to lead students to attain the Connecticut standards for each discipline. Connecticut's music Trace Maps present examples of assessable activities for grade 2, 4, 6, 8, 10, and 12 based on the Connecticut Standards; a code appears at the end of each music activity to indicate which content and performance standards might be assessed through that activity. Content standards addressed in these music Trace Maps for grades 10 and 12 are: (1) students will sing, alone and with others, a varied repertoire of songs; (2) students will play, alone and with others, a varied repertoire of instrumental music; (3) students will improvise melodies, variations, and accompaniments; (4) students will compose and arrange music; (5) students will read and notate music; (6) students will listen to, describe, and analyze music; (7) students will evaluate music and music performance; (8) students will make connections between music, other disciplines, and daily life; and (9) students will understand music in relation to history and culture. (BT)

ED 464 854 SO 033 736

Parisi, Lynn; Masalski, Kathleen Woods
Japan 1945-1989: Re-Creating a Modern Nation. A Humanities Approach to Japanese History, Part IV.
SPONS. AGENCY- Japan Foundation, Tokyo. Center for Global Partnership.
PUB DATE- 02
NOTE- 354p.; Written with Kathleen V. Krauth, Linda S. Wojtan, Sara Thompson, Noriko Aso, and Alan Chalk. For Part I, Part II, and Part III, see SO 026 451-453.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- Area Studies; *Asian History; Cultural Context; Foreign Countries; *Japanese Culture; *Modern History; Primary Sources; Secondary Education; Social Studies; Student Educational Objectives
IDENTIFIERS- Japanese History; Japanese Studies; Timelines

This curriculum unit is the final volume of a four-part series. Noting that the humanities reveal the values and beliefs that underlie social, political, and economic institutions, the unit contends that the study of other countries and their histories may be greatly enriched by a humanities approach that draws on the fields of literature, history, and art. It finds that students with knowledge of a culture developed through the study of humanities not only will be better able to communicate with people from other cultures but also will better comprehend the institutions within which they live and work. The unit focuses on answering the following questions: What does it mean to be Japanese? How have the Japanese defined and expressed themselves, their culture, and their nation through significant periods in modern history? It uses these questions to apply a humanities approach to the study of Japanese history and provide the organizing theme for the unit and the series. The 11 lessons draw upon a variety of Japanese and western source

Prison" (P. Stanley); "The Community as Classroom" (B. Gulde); "Seeing Is Believing--TwHP Field Studies" (M. Harper); "TwHP and Local History--A Positive Partnership" (P. L. Duncan); "Preparing Teachers To Teach with Historic Places" (C. S. White; D. J. D. White); "Collaboration in Teaching with Historic Places" (M. Miller; B. Parsons); "Solving Local History's Mysteries--Researching Buildings for Fifth-Grade Teaching" (R. S. Cohen); "The Real Thing in the Right Place" (B. Huggins); "Teaching with Historic Places in the Parks" (On-Site/Off-Site Students Learn about Andersonville A. Marsh ; Teaching the Klondike Gold Rush M. Blackburn ; Digging History at Fort Frederica N. Conrad ; Training Teachers To Use Historic Places at Fredericksburg and Spotsylvania J. Frye); "Curriculum Connections--Making the Most of National Park Experiences" (P. Reilly); "Teaching with Historic Places Makes a Splash on the Web" (T. Campbell-Page; W. Wright); "'Links' to Education" (S. T. Childs); "Developing the Next Generation of Preservation Professionals" (A. J. Lee); and "Teaching with the National Register of Historic Places" (C. D. Shull). (BT)

ED 464 874 SO 033 818

Greenberg, Ronald M., Ed
The National Register of Historic Places.
PUB DATE- 02
NOTE- 54p.; Theme issue. For Volume 23 Number 8, see SO 033 717.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Cultural Awareness; *Heritage Education; *Historic Sites; Instructional Effectiveness; Intermediate Grades; Material Culture; Primary Sources; Secondary Education; Social Studies; Student Educational Objectives; *United States History
IDENTIFIERS- *Cultural Resources; *National Register of Historic Places

This journal contains articles and materials to help teachers instruct students about U.S. historical and cultural heritage. Articles and materials are: "The National Register of Historic Places Today" (C. D. Shull); "The (Economic) Value of National Register Listing" (D. D. Rypkema); "The National Register and Heritage Areas" (B. Barrett); "Heritage Tourism" (C. M. Hargrove); "National Register's Role in BLM's Cultural Heritage Program" (K. Winthrop); "HABS/HAER and the National Register--A Symbiotic Relationship" (C. LaVoie); "Integration Is the Key" (J. H. Sprinkle, Jr.); "National Register--A Road Map to Preserving Sense of Place" (F. L. Oaks); "How a Florida CLG Uses the National Register" (J. S, Matthews; B. Jeffrey; R. D. Smith); "Boom Times in Colorado and Their Effect on the National Register" (M. Wolfe); "Cultural Landscapes and the National Register" (C. Goetcheus); "Georgia's Agricultural Heritage and the National Register" (D. P. Messick; J. W. Joseph); "Documenting Minnesota's Agricultural Heritage--The Nansen Historic District" (D. Gimmestad); "Multiple Property Documentation for Planning and Interpreting Archeological Resources" (E. M. Seibert); "Historic Residential Suburbs in the National Resources" (L. F. McClelland); "Public Housing in the United States, 1933-1949" (P. R. Lusignan); "Using the National Register as a Teaching Tool" (W. B. Morton III); "Spreading the Word--Fulfilling the National Register's Mission Online" (B. L. Savage); "Taking It on the Road--National Register Documentation Becomes Available over the Internet" (S. D. Pope); "Researchers Take Advantage of the National Register Collection" (R. Quaide and H. Cushman); "Section 106 and the National Register" (T. H. Klein); "Discover Our Shared are presented by discipline. The last section presents a multidiscipline menu of performance indicators by grade. A glossary of terms is included. (SM)

ED 464 895 SP 040 676

Delaware Teachers' Desk Reference to Standards and Performance Indicators for Curriculum Planning and Unit Development, 6-8.
PUB DATE- 98
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Curriculum Development; Elementary School Students; Intermediate Grades; Junior High School Students; Junior High Schools; Lesson Plans; Planning; Units of Study
IDENTIFIERS- Delaware; *School Performance Indicators

This guide is part of the Delaware Department of Education's ongoing efforts to provide assistance and support to local school districts in their development of a standards-based curriculum. The guide details the essential skills and knowledge that middle school students must attain at each grade level in English language arts, mathematics, science, and social studies; specifies the eligible content for the Delaware Student Testing Program at grade 8; gives district curriculum committees material to help guide the development and revision of curricula; serves as a reference for teachers in planning lessons and developing units; and provides an overview of all performance indicators at each grade level in order to facilitate teachers' planning of disciplinary and interdisciplinary units of study. The performance indicators are presented by discipline. The last section presents a multidiscipline menu of performance indicators by grade. (SM)

ED 464 896 SP 040 677

Excellence in Teaching. Hearing before the Committee on Education and the Workforce. House of Representatives, One Hundred Sixth Congress, Second Session (Indianapolis, IN, June 1, 2000).
PUB DATE- 00
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Achievement; Educational Quality; Elementary Secondary Education; *Excellence in Education; Faculty Development; Hearings; Inservice Teacher Education; *Teacher Competencies; Teacher Influence; *Teaching Skills
IDENTIFIERS- Congress 106th; *Indiana

This hearing presents the views of three Indiana teachers and a principal on the status of teacher quality in Indiana and across the nation and ways in which this could be improved. It begins with opening statements by Chairman William F. Goodling, the Honorable David McIntosh, and the Honorable Mark Souder, all of the Committee on Education and the Workforce, U.S. House of Representatives. Statements are presented by: Brenda Wilson, elementary teacher; Mary Binnion, teacher; William Pritchett, high school teacher; and Ron Matas, junior-senior high school principal. The six appendixes contain the opening statements, the written statements by presenters, and a copy of two articles from the June 1, 2000 edition of the "Indianapolis Star" on recognizing and rewarding quality teachers. (SM) professional development, and student learning. Data were obtained from 21 school districts through the Teacher Evaluation Profile (TEP) (R. Stiggans and D. Duke, 1988). TEP responses were received from 4,092 teachers. Qualitative data were gathered from interviews with the personnel director in each district. Locally developed alternative teacher evaluation systems were perceived as having stronger impacts on school improvement, professional development, and student learning than state-mandated evaluation systems. Findings also indicate that locally developed evaluation systems were better able to support district school reform initiatives, guide professional development, and use student learning as a focus for teacher evaluation. Implications for practice are discussed. An appendix contains three tables of study data. (Contains 19 references.) (SLD)

ED 464 917 TM 033 847

Schulz, E. Matthew; Lee, Won-Chan
Describing NAEP Achievement Levels with Multiple Domain Scores.
PUB DATE- 02
NOTE- 81p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 2-4, 2002).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Elementary Education; *Mathematics Tests; *Scores
IDENTIFIERS- Domain Analysis; *National Assessment of Educational Progress

This study was conducted to demonstrate the potential for using multiple domains to describe achievement levels in the National Assessment of Educational Progress (NAEP) mathematics test. Mathematics items from the NAEP grade 8 assessment for the year 2000 were used. Curriculum experts provided ratings of when the skills required to answer the items correctly were introduced and when they were mastered in a standard mathematics curriculum. The ratings were used to define two or three domains within each content strand in the test framework (number sense, measurement, geometry, data analysis, and algebra). Characteristic curves based on these domains tended to be well spaced and noncrossing as a function of the NAEP mathematics scale score. Results support Guttman-style interpretations of what students at a given level of achievement can or cannot be expected to do in terms of scoring higher or lower than a percentage correct criterion score that may be chosen to define mastery of a domain. On the basis of these results, it is concluded that achievement-level descriptions based on multiple domain scores would be useful in NAEP and similar broad-based assessments. Four appendixes contain a discussion of the computation of domain characteristic curves, instructions and forms for rating instructional timing, descriptions of the domains, and number sense test item examples. (Contains 11 tables, 14 figures, and 32 references.) (SLD)

ED 464 918 TM 033 848

Zumbo, Bruno D.; Ochieng, Charles O.
The Effects of Various Configurations of Likert, Ordered Categorical, or Rating Scale Data on the Ordinal Logistic Regression Pseudo R-Squared Measure of Fit: The Case of the

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Planning; Educational Policy; *Educational Technology; Elementary Secondary Education; Program Evaluation; School Districts; *Technological Advancement
IDENTIFIERS- *Michigan

Technology planning policy in Michigan has been reviewed and revised through research on local school districts, with an emphasis on the effects of planning on program outcomes. This paper is a case study in the impact of research on practice as it evolved in relation to technology planning in Michigan. This paper reviews the study results and the resulting policy changes, including presentation of a rubric developed for scoring technology plans. It is designed as a focus for discussion rather than a detailed report of research findings. Study results are documented fully in an earlier report (E. Hoffman, 2001). Study findings identify some weaknesses and strengths in current plans, and result in some identified implications for educational policy. These include the following: (1) good plans do not necessarily equal good programs; (2) policies that encourage good planning processes are likely to be successful than those that encourage good writing; (3) policies should provide for planning focus on student outcomes and classroom learning rather than technology; and (4) policies need to encourage data-driven decision making. These issues have been considered in the technology planning rubric developed for Michigan schools that was tested during the summer of 2001 and distributed in the fall. (Contains 2 figures and 34 references.) (SLD)

ED 464 937 TM 033 868

Huang, Chi-Yu; Lohss, William E.; Lin, Chuan-Ju; Shin, David
Item Calibrations for Licensure Tests with Multiple Specialty Components.
PUB DATE- 02
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Item Response Theory; *Licensing Examinations (Professions); *Test Items
IDENTIFIERS- *BILOG Computer Program; *Calibration; PIC Program

This study was conducted to compare the usefulness of three item response theory (IRT) calibration packages (BILOG, BILOG-MG, and PIC) for examinations that include common and specialty components. Because small sample sizes and different mean abilities between specialty components are the most frequent problems that licensure/certification programs may encounter, this study emphasizes these issues. The three-parameter logistic model item calibrations for 360 items from a large-scale test were assumed to be the known item parameters and were used to generate data. Results show that BILOG, BILOG-MG, and PIC are equally successful in estimating item parameters when specialty groups have the same ability level However, BILOG-MG performs better than the other two packages when dealing with specialty groups with different ability levels. The study also suggests that the precision of item parameter estimates is not seriously affected when specialty groups have different ability levels. The specialty groups sample size has more effect on the precision of estimated item parameters when used to make important methodological decisions in future investigations of candidates' learning. (Contains 2 figures and 13 references.) (SLD)

ED 464 957 TM 033 888

Borthwick, Arlene C.; Cassity, Constance L.; Zilla, Kate E.
Designing Online Instruction: Analyzing the Process, Product, and Implementation.
PUB DATE- 02
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *College Faculty; Educational Planning; Experience; Higher Education; *Instructional Design; *Online Courses; Problem Solving; Program Implementation
IDENTIFIERS- *Technology Support

This study examined the initial transition to an online learning environment by college of education faculty and staff at a university in the Chicago, Illinois, area. Using a case study approach, the planning, development, and implementation of a new online course were explored, collecting data to document the process, outcomes, and reflections of the three faculty members and the individual responsible for technical support. The analysis reveals several overarching themes about the implementation of online courses. If possible, faculty who create online courses should have some experience with online instruction. It is also important to develop a course with thoughtful planning and problem solving, and to choose courses that are appropriate for online instruction. Linkage of online components, consideration of needed support, issues of instructional design, and requirements for faculty training and experience must be considered. Two appendixes contain interview questions and follow-up questions. (Contains 2 tables and 15 references.) (SLD)

ED 464 958 TM 033 889

Suri, Harsh; Clarke, David
Revisiting Methods of Literature Synthesis.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Hermeneutics; Literature Reviews; Meta Analysis; Qualitative Research; Research Methodology; *Research Reports; *Synthesis

This paper highlights the relative strengths and weaknesses of the contemporary methods of research synthesis and proposes a multistage approach to research synthesis that draws on the strengths of each of these individual methods. In this approach, the decisions at every step of the synthesis process are guided by the nature of the data. The contemporary methods reviewed are: (1) narrative reviews of research; (2) meta-analysis; (3) best evidence synthesis; and (4) synthesis of qualitative research. A key assertion of this paper is that the process of synthesizing research should be inductive and smaller percentage of the teaching staff than do their respective racial groups in the student body. Students of color are more likely to drop out than their white counterparts. The report recommends that schools keep and annually publish key statistics broken down by age, sex, and race. (SM)

ED 464 977 UD 034 999

Rector, Robert
The Effectiveness of Abstinence Education Programs in Reducing Sexual Activity among Youth. The Heritage Foundation Backgrounder.
PUB DATE- 02
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Births to Single Women; *Comprehensive School Health Education; *Early Adolescents; Emotional Problems; Health Behavior; *Program Effectiveness; Psychological Patterns; Research; *Sexuality
IDENTIFIERS- *Abstinence; Risk Reduction; Risk Taking Behavior; Sexually Transmitted Diseases

Teenage sexual activity is a major problem confronting the nation and has led to a rising incidence of sexually transmitted diseases, emotional and psychological injuries, and out-of-wedlock childbearing. Abstinence education programs for youth have proven effective in reducing early sexual activity. They can also provide the foundation for personal responsibility and enduring marital commitment. Conventional safe sex programs place little or no emphasis on encouraging young people to abstain from early sexual activity. There are 10 scientific evaluations showing that real abstinence programs (which do not provide contraceptives or encourage their use) can be highly effective in reducing early sexual activity. This paper describes the 10 programs and their evaluations. They are virginity pledge programs; Not Me, Not Now; Operation Keepsake; Abstinence by Choice; the virginity pledge movement; Teen Aid and Sex Respect; Family Accountability Communicating Teen Sexuality; Postponing Sexual Involvement; Project Taking Charge; and Teen Aid Family Life Education Project. These evaluations show that real abstinence education programs are effective in reducing participants' sexual activity. However, funding for program evaluation has ranged from meager to nonexistent. (SM)

ED 464 978 UD 035 000

Kosciw, Joseph G.; Cullen, M. K.
The GLSEN 2001 National School Climate Survey: The School-Related Experiences of Our Nation's Lesbian, Gay, Bisexual and Transgender Youth.
PUB DATE- 02
NOTE- 43p.; For the preliminary report, see ED 458 333. Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Bisexuality; *Educational Environment; *Homophobia; *Homosexuality; Intermediate Grades; Racial Bias; School Culture; School Safety; Secondary Education; Sex Bias; Sexual Harassment; Sexual Orientation; Teacher Behavior; Violence

tools and services; support for and obstacles to partnerships; and how factors like school context, program support, and NNPS connections influenced program quality. Results indicated that schools made progress in improving the quality of their partnerships. They reported implementing meaningful partnership activities linked to school goals such as improving student achievement, behavior, and attendance; school climate; and parental and community involvement. Some partnership activities were common across grade levels. School newsletters, parent information folders, and volunteer directories were implemented at all school levels. However, the content and frequency of newsletters, information in parent folders, and type of volunteer opportunities differed by grade level. High schools were least likely to report implementing activities for each of six types of involvement. Four factors were important to overall partnership programs quality: widespread support for partnership; supportive, engaged partnership teams; adequate funding; and active use of research-based tools. (Contains 37 references.) (SM)

ED 464 998 UD 035 034

Ayers, William, Ed.; Dohrn, Bernardine, Ed.; Ayers, Rick, Ed.
Zero Tolerance: Resisting the Drive for Punishment in our Schools. A Handbook for Parents, Students, Educators, and Citizens.
PUB DATE- 01
NOTE- 240p.; Foreword by Reverend Jesse L. Jackson, Sr.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Black Students; Civil Rights; Delinquency; *Discipline; *Educational Policy; Elementary Secondary Education; Expulsion; Hispanic American Students; Mental Health; Racial Bias; Racial Discrimination; School Safety; Sexual Harassment; Student Behavior; Suspension; *Zero Tolerance Policy

This book presents the views of educators, intellectuals, students, and community activists to show that most students expelled from schools under new disciplinary measures are sent home for nonviolent violations; that the rush to judge and punish disproportionately affects black and Hispanic students; and that the new disciplinary ethos is eroding constitutional protections of privacy, free speech, and due process. The papers are "Introduction: Resisting Zero Tolerance" (William Ayers, Rick Ayers, and Bernadine Dohrn); "Ground Zero" (Gregory Michie); "Two Punches, Expelled for Life" (Rick Ayers); "Arturo's Case" (Steven Drizin); "From the Jail Yard to the School Yard" (Tony DeMarco); "Racial Profiling at School: The Politics of Race and Discipline at Berkeley High" (A. A. Akom); "Decatur: A Story of Intolerance" (Valerie Johnson); "America Still Eats Her Young" (Gloria Ladson-Billings); "'Look Out Kid/It's Something You Did': Zero Tolerance for Children" (Bernardine Dohrn); "How Distorted Coverage of Juvenile Crime Affects Public Policy" (Vincent Schiraldi and Jason Ziedenberg); "Zero Tolerance as Mandatory Sentencing" (Robert Schwartz and Len Rieser); "Education, Delinquency, and Incarceration" (James Bell); "Sexual Harassment Meets Zero Tolerance: Life in K-12 Schools" (Nan Stein); "Sticks and Stones: The Jailing of Mentally Ill Kids" (Carl Ginsburg and Helen Demeranville); "Zero Tolerance: A Basic Racial Report Card" (Rebecca Gordon, Libero Della Piana, and Terry Keleher); "When Is Disproportionality Discrimination? The Overrepresentation of Black Students in School Suspension" education and discusses general principles of teaching. Chapter 3 examines assessment and documentation of learning in constructivist classrooms. Chapter 4 begins the presentation of physical-knowledge activities, presenting classroom activities related to shadows in different types of classrooms. Chapter 5 focuses on musical instrument making as a physical-knowledge activity and provides examples of two types of musical instruments and simple experiments with them. Chapter 6 describes how cooking is typically presented in different classroom types and discusses issues to be resolved before bringing cooking into the classroom. Chapter 7 follows highlights of the process that a teacher and child followed as the child experimented with water draining and the movement of water. Chapter 8 describes the development of geometric reasoning in preschoolers through the use of pattern blocks and frames and uses examples from a prekindergarten classroom to illustrate a constructivist approach. Chapter 9 describes group games to teach mathematics in a preschool classroom. Chapter 10 presents the story of two preschoolers' checkers play throughout the school year and describes development in their practice of the rules and in their interpersonal understanding. The book's appendix provides an explanation of the stages in children's reasoning about shadows. (Contains 152 references.) (KB)

ED 464 719 PS 030 319

Surr, Wendy Boynton; Noonan, Anne; Malecka, Christina; Hall, Georgia
After School Issues, 2000-2002.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 02
NOTE- 52p.; Produced for the Cross Cities Network for Leaders of City-Wide After School Initiatives.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accountability; *After School Education; *After School Programs; Child Advocacy; Elementary Secondary Education; Newsletters; Orientation; Partnerships in Education; Professional Development; Program Descriptions; *Recruitment; School Community Relationship; *Youth Programs

This document is comprised of 7 issues of a newsletter for the 25 leaders of citywide after-school initiatives in major cities across the United States who comprise the Cross-Cities Network for Leaders of Citywide After-School Initiatives, funded through the National Institute on Out-of-School Time. Each issue of the newsletter provides information on a particular issue related to after-school programs, and describes programs in various cities in a "City Spotlight" column. The foci of the issues in this document are: (1) program accountability (November 2000); (2) staff recruitment, orientation, and professional development (March 2001); (3) emerging roles in the field, such as technology teachers, youth advocates, and trainers (June 2001); (4) building a skilled and stable workforce (Special Issue); (5) partnerships with schools (November 2001); (6) setting standards (March 2002); and (7) Focusing on connections (May 2002). Some issues include information on resources for after-school initiatives. (KB)

ED 464 720 PS 030 320

Fact Sheet on School-Age Children's Out-of-School Time.

recommendations for advocacy strategies in Pennsylvania: (1) find, support, and assist champions; (2) build broad-based visible support; and (3) develop and strengthen on-going supports. (KB)

ED 464 738 PS 030 361

Yanoff, Shelly D.; Collings, Kelley; Jordon, Aldustus; Fynes, Steven E.; Page-Gaither, Melania; Ruiz, Luz; Correll, Audrey; James, Cecilia
Improving School Climate Is Everybody's Business. City-Neighborhood Schools Initiative.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Classroom Techniques; Discipline; *Educational Environment; *Educational Policy; Elementary Secondary Education; Parent Attitudes; Parent Participation; Parent School Relationship; *School Attitudes; *School Community Relationship; *School Safety; Student Attitudes; *Student School Relationship; Teacher Attitudes
IDENTIFIERS- Pennsylvania (Philadelphia); Philadelphia School District PA

Responding to concerns expressed by state legislators, teacher union leadership, the Philadelphia school district, parents, children, and school staff, the Philadelphia Citizens for children and Youth (PCCY) and the Alliance Organizing Project identified perceptions of the current climate in the city's schools and obtained suggestions for improvement. This report represents the second in a series produced as a joint project of PCCY and the Alliance Organizng Project. The PCCY and Alliance Project conducted focus groups, surveys, and interviews with students, teachers, parents, principals, administrators, social workers, counselors, non-teaching assistants, and other school staff. Findings revealed that all non-administration stakeholders wanted to be included more in policy development and more supported in policy implementation. Participants wanted consistency and their decisions to be reinforced by others who were on the same team. They expressed the need for school leadership, improved and clearer procedures, more training and programming, more in-school options for troubled students, and avoiding use of transfers as a way to solve a school's disciplinary problems. Except for the frequently expressed need for more parental involvement and the feeling of parents that their participation was not really desired, there was remarkable agreement expressed on all issues. Nineteen resulting recommendations for the school district include: (1) establishing clear behavioral expectations; (2) implementing policies consistently; (3) improving the school's physical appearance; (4) involving students in school policy implementation; (5) providing professional development support; (6) focusing on unstructured time and places; (7) providing more local school control over school climate decisions; and (8) creating transitional programs for students returning from incarceration or other institutions. Three appendices list the district-wide initiatives for ensuring school safety, describe national school safety trends, and detail the survey response results. (KB)

ED 464 739 PS 030 362

emphasizes the need to address mental health, substance abuse, and domestic violence risks and describes the Universal Newborn Risk Screening Program in place in Rhode Island. Recommendations for addressing the significant remaining racial/ethnic disparities relate to focusing on high-poverty communities, income supports for low-income families, family support and infant development, access and cultural competence, and access to high quality health care during adolescence. (Contains 48 endnotes.) (KB)

ED 464 756 PS 030 380

Bornstein, Marc H., Ed.
Handbook of Parenting. Volume 1: Children and Parenting. Second Edition.
PUB DATE- 02
NOTE- 417p.; For first edition (1995), see ED 389 416. For other volumes in this series, see PS 030 381-384.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Adopted Children; Aggression; *Child Rearing; *Children; *Parent Child Relationship; *Parenting Skills; Parents; Personality; Sex Differences; Withdrawal (Psychology)

Concerned with different types of parents and the forces that shape parenting, this volume, the first of five volumes on parenting, deals specifically with parent-child relationships throughout the lifespan and the parenting of children of different physical, behavioral, and intellectual needs. The volume consists of the following 14 chapters: (1) "Parenting Infants" (Marc H. Bornstein); (2) "Parenting Toddlers" (Carolyn Pope Edwards and Wen-Li Liu); (3) "Parenting during Middle Childhood" (W. Andrew Collins, Stephanie D. Madsen, and Amy Susman-Stillman); (4) "Parenting Adolescents" (Laurence Steinberg and Jennifer S. Silk); (5) "Parent-Child Relationships in Adulthood and Later Years" (Steven H. Zarit and David J. Eggebeen); (6) "Parenting Siblings" (Wyndol Furman and Richard Lanthier); (7) "Parenting Girls and Boys" (Campbell Leaper); (8) "Parenting Twins and the Genetics of Parenting" (Hugh Lytton with Lin Gallagher); (9) "Child Temperament and Parenting" (Samuel P. Putnam, Ann V. Sanson, and Mary K. Rothbart); (10) "Parenting and Child Development in Adoptive Families" (David M. Brodzinsky and Ellen Pinderhughes); (11) "Foster Parenting" (Jeffrey Haugaard and Cindy Hazan); (12) "Parenting Children Born Preterm" (Susan Goldberg and Barbara DiVitto); (13) "Parenting Children with Mental Retardation" (Robert M. Hodapp); and (14) "Parents of Aggressive and Withdrawn Children" (Kenneth H. Rubin and Kim B. Burgess). Author and subject indexes are also included. Each chapter contains references. (HTH)

ED 464 757 PS 030 381

Bornstein, Marc H., Ed.
Handbook of Parenting. Volume 2: Biology and Ecology of Parenting. Second Edition.
PUB DATE- 02
NOTE- 376p.; For first edition (1995), see ED 389 417. For other volumes in this series, see PS 030 380-384.

opportunities for rural youth; documents likely growth industries in rural Australia that are relevant to young women and men; describes innovative models that generate education and training options for rural youth; and explores current and proposed use of information technologies that support education, training, and employment outcomes. Recommendations are made in areas of education, pathways, employment, retention, participation, and specific Indigenous issues. The recommendations reflect the realization that strategies must address individual community demographics, culture, and need. They emphasize the importance of local creativity and partnerships between business, communities, schools, and government in responding to rural issues. Eight appendices present conferences attended, consultation tools, contact details for innovative programs, summary of youth consultation issues and comments, principles that enhance youth participation, and a discussion of youth entrepreneurship education. (Contains 142 references.) (TD)

ED 464 774   RC 023 474

Haar, Jean
Providing Professional Development for Rural Educators.
PUB DATE- 01
NOTE- 14p.; Presented at the Annual Convention of the National Rural Education Association (93rd, Albuquerque, NM, October 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Collegiality; *Educational Environment; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; *Planning; *Rural Schools; *School Culture; Teacher Collaboration
IDENTIFIERS- *Learning Communities

Rural schools that reorganize themselves as genuine learning communities can develop and maintain a professional development process that benefits staff and students. Key components of a learning community are trust, respect, and collegiality. In schools that have become learning communities, teams of educators work collaboratively in structures that enable them to share responsibility for student learning. Teams may engage in study groups, action research, collective development of learning standards, or collective assessment of student work. In this way, the teacher's everyday work becomes a form of high-quality professional development. Excerpts from the literature emphasize the importance of professional development for increasing student achievement, promoting innovation and school improvement, and replenishing the minds and spirits of teachers. Planning for staff development should begin with the end in mind. Clarification of the purpose, vision, values, and goals of the school provides a framework for planning and implementing professional development. Staff development that aims to affect student learning requires familiarity with the standards or expectations for student learning and the careful disaggregation and analysis of student performance data. Research-based recommendations are listed for providing quality professional development for rural educators. (Contains 15 references.) (TD) from which a strong ecological educational paradigm and culture can be developed. Realization of a sustainable education paradigm requires vision, image, design, and action from all concerned with achieving healthy, ecologically sustainable societies. Time is critically short to make the educational changes necessary to ensure a secure future. Case studies that exemplify a more ecological educational paradigm are presented in the areas of government, nongovernmental organizations, schools, teacher education, higher education, and business and professional practice. An appendix to the booklet presents a list of 38 resources. (Contains 71 references.) (TD)

ED 464 792 RC 023 517

James, Keith, Ed.
Science and Native American Communities: Legacies of Pain, Visions of Promise.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 183p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *American Indian Culture; *American Indian Education; *Biculturalism; Community Development; Cultural Interrelationships; Cultural Maintenance; Elementary Secondary Education; Higher Education; *Indigenous Knowledge; *Science and Society; *Science Education; Self Determination; Social Bias; World Views

The chapters in this volume are based on papers presented at Colorado State University, in June 1997, at a conference on finding ways to integrate American Indian community goals, needs, and traditions with mainstream science and science education. The book's core message is that two extreme opinions, are present in society--that science has nothing of value to offer Indian people and that Indian cultures have nothing to offer science--are, though held by different groups, both wrong. Five sections cover education; culture; economic and community development; the land, the people, and science; and science and self-governance. The 24 chapters are: "Fires Need Fuel: Merging Science Education with American Indian Community Needs" (Keith James); "Education and American Indian Communities: A History of Pain, a Future of Promise?" (Keith James); "Indigenous Consciousness, Education, and Science: Issues of Perception and Language" (Cornel Pewewardy); "A Personal Journey into Science, Feminist Science, and Aboriginal Science" (Lillian Dyck); "How To Get What Indian Communities Need from Science" (Clifton Poodry); "The Native American Honor Society: Challenging Indian Students To Achieve" (Frank Dukepoo); "Culture: The Spirit beneath the Surface" (Keith James); "Tradition and Education: The World Made Seamless Again" (Oscar Kawageley); "Rebuilding Languages To Revitalize Communities and Cultures" (Ofelia Zepeda); "Trodding the Circle from Indian Community to University Research and Back" (Gilbert John); "Building Futures Together" (Keith James); "Education as a Tool for American Indian Community Development: Needs and Strategies" (James Lujan); "Managing Tribal Assets: Developing Long-Term Strategic Plans" (Dean Howard Smith, Joseph S. Anderson); "On the Front Lines of Indian Health: Practical and Political Issues in Providing Community Health Care" (Gerri Shangreaux); "Innovative Strategies for Promoting Development in Indian Communities" (Ron Jamieson); "Sons of the Sun, Daughters of the Earth" (Keith James); "Water and Water Quality Issues in and for American Indian Communities" (Freda Porter-outlines the implications of new national science standards for the preparation of science teachers. This Spotlight on Student Success describes changes in teacher education students' conceptions of science, teaching, and learning as they participate in a K-8 science methods course at an eastern urban university that utilizes principles derived from national reform initiatives. The course, conducted in 1996 during the spring semester with 35 teacher education students, focused on the role of teachers as decision makers in promoting scientific literacy for all students. The overall goal of the course was to familiarize teacher education students with reform initiatives in science education and their role as change agents in the reform. During the course, students learned to apply the principles of national reform initiatives in designing, implementing, and evaluating curriculum, instruction, and assessment. The course had four phases that addressed the following topics: (1) confronting and challenging teacher candidates' conceptions of science and science teaching; (2) applying the principles reflected in the national reform initiatives in developing science lessons; (3) evaluating science resources and instructional programs; and (4) sharing with teachers the process of reform. Among the outcomes of the program were: although the teacher education students had varying conceptions of science, the majority revealed that their conception of science is directly influenced by their conception of effective science instruction; students articulated an intellectual understanding of the process of constructing knowledge, but expressed a difference in how to facilitate knowledge construction; and the principles reflected in the national reform initiatives were viewed by teacher candidates as being beneficial but very time consuming. (MM)

ED 464 813 SE 066 059

Sobey, Ed
Inventing Toys: Kids Having Fun Learning Science.
PUB DATE- 02
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Experiential Learning; Hands on Science; Mechanics (Physics); Motion; *Science Activities; Science Education

This book presents detailed teaching ideas on integrating inventing into grades 4-6 science classrooms. The contents of the book is divided into three sections. Part 1 provides theoretical and pedagogical background information to teachers on the structure of inventing and the structure of experience. Part 2 presents six detailed workshops: (1) "Reverse Engineering"; (2) "Toy Cars"; (3) "Toy Boats"; (4) "Pneumatic-Blast Rockets"; (5) "Toy Planes"; and (6) "Electric Fans." The third part presents additional resources and activities. (YDS)

ED 464 814 SE 066 060

Graduate Students and Postdoctorates in Science and Engineering: Fall 2000.
PUB DATE- 02
NOTE- 162p.
LANGUAGE- English

inductively with pattern coding strategies allowing for the emergence of within and across participant themes associated with volitional implementation. Three assertions were generated: (1) implementers consistently reported a dynamic view of curriculum that enabled their incorporation of innovations; (2) within this dynamic view, they held tacit, implicit, personal goals and purposes for teaching science and reported pedagogical practices that were congruent with their goals despite common constraints; and (3) these teachers possessed a deep sense of professionalism that drove them to implement innovations in their quest to meet their goals. The findings of this study were used to generate recommendations for research, policy, and practice associated with the professional development of teachers and the design and implementation of reform oriented curricula. (Contains 26 references.) (Author/MM)

ED 464 835 SE 066 121

Thompson, Jessica J.; Windschitl, Mark A.
Engagement in Science Learning among Academically At-Risk Girls: Sense of Self and Motivation To Learn across Learning Contexts.
PUB DATE- 02
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *At Risk Persons; Extracurricular Activities; *Females; High Schools; Motivation; Science Education; Self Efficacy
IDENTIFIERS- *Student Engagement

The purpose of this exploratory case study is to examine the relationship of internal motivational factors (personal relevance to learning, self-efficacy beliefs about learning, and goal-orientations for learning) and students' engagement in science learning. Five academically at-risk girls were interviewed for the study. Descriptions of learning engagement were elicited with respect to three separate learning contexts relevant to the adolescent's life: science class a favorite class and an extracurricular activity. An additional data source included teacher surveys detailing observations of student engagement in the science classroom. Cross-case analysis of the three international motivational factors was used to examine their effects across the learning contexts. From the girls' voices emerge common themes, reflecting the centrality of self in relation to learning across all contexts: who I am, who I am becoming, and the importance of relationships. Using internal motivational factors as organizing concepts, patterns of learning engagement are described. One pattern represented characteristics of extracurricular engagement and two patterns represented science engagement. Extracurricular engagement revealed a model of persistent engagement with study participants describing key elements of global efficacy beliefs, rich learning and mastery goal-orientations, and ways that the activities are personally relevant. Three of the five girls interviewed describe similar characteristics in science engagement. Models of learning engagement are proposed and comparisons among patterns of engagement reveal the significance of personal relevance and learning that is integrated with the girls' identity development. This paper emphasizes part of these engagement materials, memoirs, literature, photography, painting, cartooning, and advertising to enhance student understanding of the richness and multiplicity of Japanese experience during the postwar period. Each lesson begins with a brief introduction followed by a statement of learning objectives, a list of necessary materials, an approximate guide to class time required, a procedures section, discussion of films recommended to supplement the lesson, and additional resources such as background readings, slide scripts, and answer keys for student activities. The lesson challenges students to synthesize learning from the unit by selecting and organizing information into a period time line. Includes student handouts and transparencies. (BT)

ED 464 855 SO 033 743

Hammrich, Penny L.; Livingston, Beverly; Richardson, Greer
The Sisters in Science Program: Barriers Broken and Lessons Learned.
SPONS. AGENCY- National Science Foundation, Washington, DC.
PUB DATE- 02
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Family Involvement; *Females; Grade 4; Grade 5; Higher Education; *Instructional Innovation; Intermediate Grades; *Intervention; Mathematics; Professional Development; Program Evaluation; *Program Implementation; Sciences; *Student Attitudes
IDENTIFIERS- *Learning Environments; Reflective Practice

The Sisters in Science Program (SIS), a 2 year intervention, was designed to impact the lives of 4th and 5th grade girls in a variety of ways. The overall goal of the program was to increase girls' attitudes, perceptions, and achievement in science and mathematics. Considered a multi-leveled intervention, SIS sought to create female-friendly learning environments for girls in school classrooms, after school, on Saturdays, during the summer, and with families. To affect the lives of female students in school, preservice teachers and in-service teachers were trained in how to deliver effective science and mathematics instruction. Girls also participated in after school workshops, Saturday Academics, and summer camp experiences. The girls and their families joined in quarterly family events with science and mathematics themes. A process evaluation of SIS conducted for the two year intervention found that over 1,000 girls, 30 teachers, and 200 preservice teachers participated in the program over a 3-year period. An outcome evaluation revealed that: (1) girls' attitudes and achievement increased in the areas of science and mathematics; (2) teachers developed effective pedagogical habits through reflective dialogue concerning their conception of equitable practice; (3) preservice teachers became aware of effective instructional strategies in science and mathematics; and (4) families increased their awareness of science and mathematics. (Contains 1 figure, 14 tables, and 39 references.) (Author/BT)

ED 464 856 SO 033 747

Abbey, Cherie D., Ed.
Biography Today: Profiles of People of Interest to Young Readers. Scientists & Inventors Series.
PUB DATE- 02
NOTE- 214p.

Heritage" (P. Andrus); and "Placing Students in the Past To Understand the Present" (B. M. Boland). (BT)

ED 464 875 SO 033 822

The Role of Character Education in America's Schools. Hearing before the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce. House of Representatives, One Hundred Sixth Congress, Second Session (Washington, DC, March 1, 2000).
PUB DATE- 00
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; *Federal Government; Hearings; Public Schools
IDENTIFIERS- Character Development; *Character Education; Congress 106th; *House of Representatives

This publication covers the hearing held on March 1, 2000, in Washington, DC, before the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce of the House of Representatives on the role of character education in U.S. schools. The publication contains the following: "Statement of Mr. Michael N. Castle, Chairman, Subcommittee on Early Childhood Youth and Families, Representative from Delaware"; "Statement of Mr. Dale Kildee, Ranking Member, Subcommittee on Early Childhood, Youth and Families, Representative from Michigan"; "Statement of Ron Kinnamon, Coalition Vice-Chairperson, Character Counts! Coalition"; "Statement of Diane Berreth, Deputy Executive Director, Association for Supervision and Curriculum Development"; "Statement of Esther Schaeffer, Executive Director and CEO, Character Education Partnership"; "Statement of Andrew Shue, Co-Founder, Do Something"; "Statement of Sheldon Berman, Superintendent of Schools, Hudson Public Schools"; "Appendix A--The written statement of Michael N. Castle, Chairman, Subcommittee on Early Childhood, Youth and Families, Representative from Delaware"; "Appendix B--The written statement of Dale Kildee, Ranking Member, Subcommittee on Early Childhood, Youth and Families, Representative from Michigan"; "Appendix C--The written statement of Ron Kinnamon, Coalition Vice-chairperson, Character Counts! Coalition"; "Appendix D--The written statement of Diane Berreth, Deputy Executive Director and CEO, Character Education Partnership"; "Appendix E--The written statement of Esther Schaeffer, Executive Director and CEO, Character Education Partnership"; "Appendix F--The written statement of Andrew Shue, Co-Founder, Do Something"; and "Appendix G--The written statement of Sheldon Berman, Superintendent of Schools, Hudson Public Schools." (BT)

ED 464 876 SO 033 830

Hispanic Heritage Month 2000: Children--Our Future.
PUB DATE- 00
NOTE- 29p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Awareness; *Cultural Context; Demography; *Heritage Education; *Hispanic Americans; Sociocultural Patterns
IDENTIFIERS- Hispanic American Achievement; *Hispanic Heritage

ED 464 897 SP 040 727

Vuorikoski, Marjo
Constructing Personal and Professional Identity during Teacher Education.
PUB DATE- 01
NOTE- 15p.; Paper presented at the European Society for Research on the Education of Adults (ESREA) Gender Network Conference (2nd, Geneva, Switzerland, April 5-8, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Biographies; Career Choice; Career Development; Educational Research; Elementary Secondary Education; *Equal Education; Equal Opportunities (Jobs); Feminism; Foreign Countries; *Gender Issues; Higher Education; Preservice Teacher Education; *Sex Differences; *Sex Discrimination; *Womens Education
IDENTIFIERS- Finland; Identity Formation

This paper provides an overview of teaching as a gendered profession in Finland, focusing on recent research on teachers and their professional development. Currently, women are better educated than men in Finland, but they still do not achieve employment positions and salaries equal to those of men. Though there tend to be more female than male teachers, most principals and professors are male. This researcher examined preservice teachers' and adult education teachers' biographies and professional socialization from a feminist point of view, noting the importance of using the life history approach to studying teachers. The study explored student teachers' identity making process during the one-year secondary teacher education program at Tampere University, comparing school teachers and adult education teachers and the ways in which their career paths and construction of personal and professional identities differed. Data were collected via life history interviews, student journals, portfolios, in-class assignments, and home assignments. (Contains 46 references.) (SM)

ED 464 898 SP 040 689

Beykont, Zeynep F., Ed.
The Power of Culture: Teaching across Language Difference.
PUB DATE- 02
NOTE- 249p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Bilingual Students; Cambodians; Diversity (Student); Educational Quality; Elementary Secondary Education; *Equal Education; Higher Education; Immigrants; *Language Minorities; Limited English Speaking; Literacy Education; Mainstreaming; *Minority Group Children; Preservice Teacher Education; School Community Relationship; Second Language Learning; Standardized Tests; Student Evaluation; Student Teacher Attitudes; *Teacher Competencies; Teacher Role; Urban Schools
IDENTIFIERS- California; Somalis

These papers address three issues of concern to educators of language minority students: preparation of quality teachers, the effects of standardized and high-stakes testing on language

Cummulative Logit Model.
PUB DATE- 02
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; *Goodness of Fit; *Likert Scales; Monte Carlo Methods; *Rating Scales; *Regression (Statistics); Simulation
IDENTIFIERS- *Categorical Data; Logit Analysis

Many measures found in educational research are ordered categorical response variables that are empirical realizations of an underlying normally distributed variate. These ordered categorical variables are commonly referred to as Likert or rating scale data. Regression models are commonly fit using these ordered categorical variables as the criterion (i.e., dependent or response) variable; however, a common recommendation in the methodological literature is that researchers make use of ordinal logistic regression when they have these ordered categorical response variables. An advantage of ordinal logistic regression is that it provides a pseudo R-squared measure of fit so that researchers may find this regression model familiar and hence appealing. This study investigated how the pseudo R-squared fit statistic in ordinal logistic regression operates under a variety of conditions over a varying number of Likert scale points and skewness of the Likert data. The study also demonstrates how the regular ordinary least-squares R-squared statistic operates in the same conditions as the Likert data. The pseudo R-squared fit statistic operates well in a majority of conditions, and so it is recommended that educational researchers begin to explore the use of ordinal logistic regression in their modeling practice with ordered categorical data. Using the pseudo R-squared index will ease the transition to ordinal logistic regression because it provides a sense of familiarity to the researcher. (Contains 4 figures, 11 tables, and 6 references.) (Author/SLD)

ED 464 919 TM 033 849

Mintrop, Heinrich
The Limits of Sanctions in So Called Failing Schools: A Study of Maryland and Kentucky Schools on Probation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Probation; Case Studies; Elementary Education; *Low Achievement; Low Income Groups; Middle Schools; Minority Groups; *School Restructuring; *State Action; Surveys; Teaching Methods
IDENTIFIERS- *Kentucky; *Maryland; State Takeovers

This study investigated the effect of probation on individual performance motivation, organizational processes, and patterns of instruction in schools that were on probation for low it reduces to 250. Although item characteristic curve plotting for some items in this study has shown that these estimation errors may be acceptable, the generalization of the results from this study to real testing situations should be made cautiously. (SLD)

ED 464 938 TM 033 869

Liu, Yuliang; Lavelle, Ellen; Andris, James
Effects of Online Instruction on Locus of Control and Achievement Motivation.
PUB DATE- 02
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Need; *Educational Technology; *Graduate Students; Graduate Study; Higher Education; *Locus of Control; *Online Courses; Pretests Posttests; Scores; Student Motivation
IDENTIFIERS- *Internality Externality

This study investigated how the online instruction in a graduate instructional technology course affects learners psychological factors, such as locus of control and achievement motivation. It was expected that learners would be more internal at the completion of the course than at the beginning, and that learners would have higher achievement motivation scores at the completion than at the beginning of an online course. Twelve graduate students participated in this project, which used a single group pretest-posttest design. The first hypothesis was supported in that participants internal locus of control scale scores increased by the completion of the online course, although scale scores had indicated externality at the beginning on both scales used. The second hypothesis was not supported, since no significant differences were found in any of the three achievement motivation subscales, work mastery, and competitiveness, over the pretests, midterm tests, and posttests. (Contains 10 references.) (SLD)

ED 464 939 TM 033 870

Jenkins, Ann G.; Robin, Bernard R.
Evaluation of an Educational Website for the Bayou Bend Collection and Gardens, Museum of Fine Arts, Houston.
PUB DATE- 02
NOTE- 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Instructional Materials; *Museums; Online Systems; Surveys; *User Satisfaction (Information); *World Wide Web
IDENTIFIERS- Web Site Design; *Web Sites

As educators increasingly integrate Web-based resources into their curriculum, there is a growing need for high quality, educationally relevant materials. This study evaluated the Bayou Bend Web site, the result of a collaboration between staff at the Museum of Fine Arts, Houston, Texas, and faculty interpretive rather than a rigid set of procedures and techniques. The proposed multistage approach begins with conceptual, rather than methodological, criteria for inclusion of individual studies. Open coding and the categorization of studies into sets and subsets follows, with the synthesis process remaining dialectical and hermeneutic at each stage. Whatever the techniques chosen for the qualitative synthesis, the process of research synthesis should be inductive, interpretive, dialectic, and hermeneutic. (Contains 31 references.) (SLD)

ED 464 959 TM 033 890

Kemerer, Frank R.; Maloney, Catherine
The Legal Framework for Educational Privatization and Accountability.
SPONS. AGENCY- Columbia Univ., New York, NY. National Center for the Study of Privatization in Education.
PUB DATE- 01
NOTE- 67p.; In: "West's Education Law Reporter," v150 n1-3 2001.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Charter Schools; *Educational Administration; Educational Vouchers; Elementary Secondary Education; Models; *Private Schools; *Privatization
IDENTIFIERS- Arizona; *Legal Issues; Legal Precedents; Massachusetts; Michigan

This article explores how the law currently influences accountability in three different privatization contexts: (1) private schools operated independently of the state; (2) public schools operated by private organizations under charter or subcontract with government entities; and (3) private schools participating in publicly-funded voucher programs. A discussion of unconstitutional delegation law and the relationship between comprehensive regulation and the state action doctrine is included. Also featured is a comprehensive look at how a combination of constitutional, statutory, administrative, and charter/contract law has affected accountability of educational management organizations in Arizona, Michigan, and Massachusetts. Tables portraying accountability provisions in each state are included. The article concludes that there is a narrow policy-making channel between too little and too much regulation and that private organizations should not assume that they will be able to operate public schools or participate in publicly-funded voucher programs without surrendering some of their autonomy. (Contains 150 endnotes.) (SLD)

ED 464 960 TM 033 891

Miller-Whitehead, Marie
School District Accountability: Let Me Count the Ways. Monograph Series.
PUB DATE- 02
NOTE- 40p.; Based on a paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002). Published biannually.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Accountability; Content

IDENTIFIERS- Gay and Lesbian Studies

This paper presents data from the 2001 National School Climate Survey on school-related experiences of lesbian, gay, bisexual, and transgender (LGBT) students. LGBT students described experiences of homophobic remarks; verbal, physical, and sexual harassment; and comfort within their schools. They described experiences with racial and sexual harassment and feeling unsafe because of sexual orientation, gender expression, religion, or disability and discussed school-based resources and supports. For many respondents, schools were an unsafe and dangerous place where homophobic remarks could frequently be heard, often by faculty and staff. Most respondents reported being verbally harassed because of their sexual orientation or gender expression. A large number reported experiencing incidents of physical harassment, physical assault, and sexual harassment. Transgender students reported feeling particularly vulnerable because of their gender expression. Certain schools provided resources to improve LGBT students' quality of life. Many schools had gay-straight alliances, and LGBT people, history, and events were mentioned in classroom curricula. Nevertheless, the number of youth reporting acts of harassment and victimization far outweighed the number of youth reporting such resources. Results underscored the importance of asking youth about their experiences with all forms of prejudice. (Contains 68 figures and 2 tables.) (SM)

ED 464 979 UD 035 003

Martin, Joyce A.; Hamilton, Brady E.; Ventura, Stephanie J.; Menacker, Fay; Park, Melissa M.
Births: Final Data for 2000.
PUB DATE- 02
NOTE- 108p.; For "Births: Final Data 1999," see ED 452 321.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; *Birth Rate; Birth Weight; Births to Single Women; Early Parenthood; Females; Infants; Mothers; Pregnancy; Premature Infants; Prenatal Influences; Tables (Data)

This report presents 2000 data on U.S. births, highlighting maternal demographics (e.g., age, race, Hispanic origin, marital status, and educational attainment); maternal characteristics (medical risk factors, weight gain, and tobacco and alcohol use); medical care utilization during pregnancy women (e.g., prenatal care, labor and/or delivery complications, and delivery method); and infant characteristics (e.g., gestation period, birthweight, Apgar score, and congenital anomalies). Birth and fertility rates by age, live-birth order, race, Hispanic origin, and marital status are presented, as are data by mother's state of residence, birth date, sex ratio, and father's age. Fertility patterns and maternal and infant characteristics are described. Information comes from the birth certificates of 4,059 million births. The number of births rose 3 percent in 2000. Birth and fertility rates rose 1-2 percent. Teenage birth rates fell, while birth rates for all other age groups rose. The number of births to unmarried women, birth rate, and percent of births to unmarried women rose, while birth rates for unmarried adolescents declined. Smoking by pregnant women declined. Cesarean delivery rates rose by 4 percent. For the first time in a decade, the preterm birth rate declined. (Contains 25 tables and 50 references.) (SM)

(Russell Skiba); "The ABCs of School Discipline: Lessons from Miami-Dade County" (Judith A. Browne); "Finding Safety Where We Least Expect It: The Role of Social Capital in Preventing School Violence" (Pedro A. Noguera); "Turning to Each Other, Not on Each Other: How School Communities Prevent Racial Bias in School Discipline" (Susan Sandler); "The Role of Law in Policing Abusive Disciplinary Practices: Why School Discipline Is a Civil Rights Issue" (Daniel J. Losen and Christopher Edley, Jr.); and "Zero Tolerance: Reflections on a Failed Policy That Won't Die" (Michelle Fine and Kersha Smith). (SM)

ED 464 999 UD 035 039

Educating Homeless Children. Hearing before the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce. House of Representatives, One Hundred Sixth Congress, Second Session (Phoenix, Arizona, September 5, 2000).
PUB DATE- 00
NOTE- 231p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; Elementary Secondary Education; Equal Education; Federal Aid; Hearings; *Homeless People; Public Education
IDENTIFIERS- Congress 106th; Stewart B McKinney Homeless Assistance Act 1987

This hearing before the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce, House of Representatives, which was held in Phoenix, Arizona, focused on ensuring equal educational opportunities for homeless children. After an opening statement by the Honorable Matt Solomon, Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce, House of Representatives, there are nine statements from Lisa Graham Keegan, Superintendent of Public Instruction, Arizona Department of Education, Phoenix, Arizona; Eddie Basha, Basha's Markets, Chandler, Arizona; Sandra E. Dowling, Superintendent, Maricopa County Schools, Phoenix, Arizona; Edith Sims, Education Specialist, Spokane Public Schools, Spokane, Washington; Sara Garfield, Executive Director, St. Mary's Interfaith Transitional Learning Center, Stockton, California; Chuck Bacon, Former Student, Thomas P. Pappas School, Phoenix, Arizona; Tammy Wells, Parent; Walter Varner, President, National Association of the Education of Homeless Children and Youth, Baltimore, Maryland; and Luisa Stark, Executive Director, Phoenix Consortium to End Homelessness, Phoenix, Arizona. Fourteen appendixes present the opening statement, written statements, relevant newspaper articles, and letters of support. (SM)

ED 465 000 UD 035 042

Clubine, Betsy; Knight, Dorothy L.; Schneider, Cynthia L.; Smith, Pamela A.
Opening Doors: Promising Lessons from Five Texas High Schools.
SPONS. AGENCY- Intercultural Development Research Association, San Antonio, TX.; Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *After School Education; *After School Programs; Child Health; Child Safety; Demography; Elementary Education; *Elementary School Students; *Leisure Time; Public Opinion; *Secondary School Students

This fact sheet provides information related to school-age children's out-of-school time. The fact sheet summarizes findings of research related to the following topics: (1) families' need for supervision of children and youth; (2) types of after school activities; (3) demographic information on children in America; (4) links between children's health and safety indicators and unsupervised time; (5) the variety of programs available to meet children's needs for after-school care and education; (6) the benefits of high quality after-school programs; (7) links between after-school program participation rates and positive outcomes; (8) the costs of after-school care; (9) the increase in public support for after-school programs; and (10) the growth of public and private funding for after-school care and education programs. (Contains 54 references.) (KB)

ED 464 721 PS 030 321

Louisiana School-Based Health Centers Annual Services Report, 2000-2001.
PUB DATE- 02
NOTE- 108p.; For the 1999-2000 Annual Service Report, see ED 453 967.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Annual Reports; *Child Health; Children; Comprehensive School Health Education; Elementary Secondary Education; Health Programs; *Health Promotion; Program Descriptions; Program Evaluation; *School Health Services; *State Programs
IDENTIFIERS- *Louisiana; Program Characteristics; *School Based Health Clinics

Louisiana's initiative to assist local communities to develop and operate school-based health centers (SBHCs), in place for 10 years, is a nationally-recognized model. This annual report illustrates the vital work being done in Louisiana's SBHCs over the past 10 years to assist families in ensuring their children's health and well-being. Section 1 of the report details the continuous expansion of school-based health care that has occurred since the passage of the Adolescent School Health Initiative Act in 1991. This section also highlights programs and partnerships contributing to Louisiana's success, including the Continuous Quality Improvement program. Section 2 summarizes the leading reasons children visit SBHCs, demonstrates the wide variety of services available, and highlights the critical role that health centers fill in the lives of the students and schools they serve. Section 3 features profiles of each of the operating school health centers, illustrating the strong links between the SBHCs and the communities they serve. Three appendices include sample diagnoses for each of the categories of conditions by which SBHC data are coded, the text of the state law that created the program, and the 2000-2001 financial statement. (KB)

Fisher, Kathleen; Dichter, Harriet; Yanoff, Shelly D.; Fynes, Steven E.
On the Front Lines: Families and Welfare Reform Five Years Later. Watching Out for Children in Changing Times.
SPONS. AGENCY- William Penn Foundation, Philadelphia, PA.
PUB DATE- 02
NOTE- 49p.; Photographic images may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Children; *Family Financial Resources; *Family Income; Family (Sociological Unit); Family Status; Interviews; *Welfare Recipients; *Welfare Reform; *Well Being
IDENTIFIERS- Pennsylvania (Philadelphia); Temporary Assistance for Needy Families

In the 5 years since welfare reform was enacted, the Watching Out for Children in Changing Times initiative in Philadelphia has been meeting with families receiving welfare and listening to their experiences. This report is the third in the series and details the experiences of 40 families. Information for the report was based on interviews conducted from December 2000 through December 2001. Twenty-two of the families interviewed were African American, 8 were White, and 10 were Latino. Findings indicated that over half of the Watching Families had left the Temporary Assistance for Needy Families (TANF) rolls, with over two-thirds of welfare leavers working, many in full-time jobs. Unemployed leavers had other sources of support, typically through the SSI program. However, family income was often below the poverty line. All the families reported struggling to make ends meet. Parents reported that they and their children had significant difficulties adjusting to parents' increased time away from home. Findings also revealed that securing and maintaining a job was often an uphill journey, easily thrown off course by a parent or child's health problem, difficulty finding appropriate quality child care, lengthy and expensive commutes, or a lack of education and skills. In the Spring of 2002, seven families will have exhausted their 5-year lifetime TANF limit for cash assistance. The report includes recommendations for the public and private sectors, and 12 charts compiling information on families in Pennsylvania and in Southeastern Pennsylvania receiving cash assistance and current situations of the Watching Out families. Findings are illustrated throughout the report with short stories of particular family situations. Two appendices provide details about TANF time limits, sanctions, and work requirements nationally and in Pennsylvania, and define the time-out categories used in the study. (Contains 49 endnotes and 22 references.) (KB)

ED 464 740 PS 030 363

McCauley, Colleen; Yanoff, Shelly D.; Fynes, Steven E.
Un-Leaded Only: Toward a Safer City for Children. A 2002 Report on Childhood Lead Paint Poisoning in Philadelphia.
SPONS. AGENCY- William Penn Foundation, Philadelphia, PA.; Merck & Co., Inc., Rahway, NJ.; United Way of Southeastern Pennsylvania, Philadelphia.
PUB DATE- 02
NOTE- 27p.; Photographic images may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Biological Influences; Caregiver Child Relationship; Caregiver Role; *Child Rearing; Cognitive Development; Cultural Influences; *Environmental Influences; Family Work Relationship; Interpersonal Competence; Interpersonal Relationship; *Parent Child Relationship; Parent Education; *Parent Influence; Parent Role; *Parenting Skills
IDENTIFIERS- Historical Background

Concerned with social settings and correlates of parenting, this volume, the second of five volumes on parenting, deals specifically with the biological and the contextual influences on parenting. The volume consists of the following 12 chapters: (1) "The Evolution of Parenting and Evolutionary Approaches to Childrearing" (David F. Bjorklund, Jennifer L. Yunger, and Anthony D. Pellegrini); (2) "Hormonal Bases of Parenting in Mammals" (Joy S. Rosenblatt); (3) "Psychobiology of Maternal Behavior and Its Early Determinants in Nonhuman Mammals" (Alison S. Fleming and Ming Li); (4) "Primate Parenting" (Kim A. Bard); (5) Psychobiology of Maternal Behavior in Human Beings (Carl M. Corter and Alison S. Fleming); (6) "Intuitive Parenting" (Hanus Papousek and Mechthild Papousek); (7) "Maternal and Dual-Earner Employment Status and Parenting" (Adele Eskeles Gottfried, Allen W. Gottfried, and Kay Bathurst); (8) "Socioeconomic Status and Parenting" (Erika Hoff, Brett Laursen, and Twila Tardif); (9) "Culture and Parenting" (Sara Harkness and Charles M. Super); (10) "Environment and Parenting" (Robert H. Bradley); (11) "Developmental Systems Perspective on Parenting" (Richard M. Lerner, Fred Rothbaum, Shireen Boulos, and Domini R. Castellino); and (12) "History of Parenting: The Ancient Mediterranean World" (Valerie French). Author and subject indexes are also included. Each chapter contains references. (HTH)

ED 464 758 PS 030 382

Bornstein, Marc H., Ed.
Handbook of Parenting. Volume 3: Being and Becoming a Parent. Second Edition.
PUB DATE- 02
NOTE- 599p.; For first edition (1995), see ED 389 418. For other volumes in this series, see PS 030 380-384.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beliefs; Caregiver Child Relationship; Caregiver Role; *Child Rearing; Early Parenthood; Grandparents; One Parent Family; Parent Aspiration; Parent Attitudes; *Parent Child Relationship; Parent Education; *Parent Influence; Parent Role; *Parenting Skills; Parents; Policy Formation; Public Policy; Stepfamily
IDENTIFIERS- Homosexual Parents

Highlighting the specific as well as common characteristics of different types of parents, this volume, the third of five

ED 464 775 RC 023 475

Pawlas, George E.
Who Will Teach Our Children? Rural National Board Certified Teachers' Experiences.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual Meeting of the National Rural Education Association (93rd, Albuquerque, NM, October 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Collegiality; Elementary Secondary Education; Principals; Professional Development; *Professional Recognition; *Rural Schools; *Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Certification; Teacher Surveys; Teachers
IDENTIFIERS- *National Board for Professional Teaching Standards

A study examined the types of support given to teachers pursuing certification by the National Board for Professional Teaching Standards (NBPTS). NBPTS has developed advanced standards for teachers in 27 fields. Teachers seeking NBPTS certification must prepare a comprehensive portfolio and take part in a day-long evaluation process at an assessment center. Surveys were returned by 275 rural teachers in seven states. Thirty-one percent indicated their principals did not give them any support. Principal support reported by the other 191 rural teachers included words of encouragement, release time or less duty time, public recognition, use of school equipment, and letters of recommendation. Among the most frequently mentioned responses, teachers felt that their principal could have supported them by providing release time, becoming more knowledgeable about the NBPTS process, sharing emotional/verbal support, giving some form of public recognition, assisting with video taping or purchasing equipment, reading the teacher's materials, and acknowledging the time spent in the process. Support people other than principals included family members, faculty or colleagues, other NBPTS teacher candidates or teachers, friends, and university faculty members. The rural teachers who earned national certification reported how they toiled in isolation, but the majority felt the time and effort was worth the result. Respondents indicated that they had become more effective teachers as a result of their experience. (TD)

ED 464 776 RC 023 481

The State of Native American Youth Health.
SPONS. AGENCY- Indian Health Service (PHS/HSA), Rockville, MD.; Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Robert Wood Johnson Foundation, New Brunswick, NJ.
PUB DATE- 92
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Adolescent Attitudes; *Adolescents; Alaska Natives; Delinquency; Family Environment; Family Influence; *Health Behavior; Mental Health; Obesity;

Locklear); "Land, People, and Culture: Using Geographic Information Systems To Build Community Capacity" (Jhon Goes in Center); "The Three Sisters: Care for the Land and the People" (Jane Mt. Pleasant); "Science and Self-Governance: Power, Practice, and Politics" (Keith James); "Rebuilding Tradition To Create Workable Modern Systems and Practices for Indian Communities" (Reggie Crowshoe); "The Value of Scientific and Engineering Training for Indian Communities" (George Thomas); "Land, Science, and Indigenous Science: Tales from a Modern Treaty Negotiation Process" (Cliff Atleo); and "Conclusions: Closing the Circuit" (Keith James). (Contains an index and a contributor's section.) (SV)

ED 464 793 RC 023 525

Roeder, Phillip W.
Resisting the Urge To Merge: Does School Size Matter?
PUB DATE- 02
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Attendance; Economically Disadvantaged; *Elementary Schools; Elementary Secondary Education; High Schools; Middle Schools; *Poverty; *School Size; Small Schools; Socioeconomic Influences; Urban Schools
IDENTIFIERS- *Fayette County Public Schools KY; Jefferson County Public Schools KY

Some previous research has found that smaller schools perform at higher levels than larger schools and reduce the negative effects of poverty on school performance. This paper analyzes the effects of school size on four measures of school performance in elementary schools in Fayette County, Kentucky; elementary schools in Fayette and Jefferson Counties (the two largest school districts in the state); and all schools in the two county districts. Multivariate models for elementary schools in the two districts find that size and size interacting with poverty have no effect on school performance; instead, poverty is the major determinant of performance. Looking at all schools in the two districts again finds that smaller school size does not reduce the negative effects of poverty on performance. Instead, poverty remains a substantial determinant of performance; performance varies significantly by school type (elementary, middle, or high school); and the interaction of poverty with elementary schools is significant for several measures of performance. The findings suggest that if policymakers wish to improve the performance of urban/suburban schools, focusing on school size does not appear to offer answers. Disputes over school mergers or consolidations may be costly diversions from the more important issues of disadvantage and equal opportunity in education. Policymakers in urban/suburban districts with many schools and diverse neighborhoods should consider drawing attendance boundaries to distribute poor children more equitably across schools, regardless of school size. (Contains 12 references.) (SV)

ED 464 794 RC 023 529

Ballengee-Morris, Christine
Hillbilly: An Image of a Culture.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Conference of the Women of Appalachia: Their Heritage and Accomplishments (2nd,

EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Engineering; *Graduate Study; Higher Education; *Postdoctoral Education; Sciences; Student Surveys; Tables (Data)

This document presents data from the fall 2000 National Science Foundation/National Institutes of Health (NSF/NIH) Survey of Graduate Students and Postdoctorates in Science and Engineering. The data represents the estimated total enrollment in science and engineering (S&E) among 11,832 graduate departments of 596 institutions in the United States. The content of the document includes: general notes, technical notes, detailed statistical tables, and survey materials. (YDS)

ED 464 815 SE 066 083

Hammrich, Penny L.; Klein, Evelyn R.
An Interim Evaluation Report: Head Start on Science and Communication. Publication Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication (Thought Transfer); Inquiry; Parent Participation; Preschool Education; Science Curriculum; Scientific Literacy; *Teacher Education; Teaching Models
IDENTIFIERS- Conceptual Change; Project Head Start

This paper explains the Head Start on Science and Communication Program (HSSCP) developed by the Laboratory of Student Success (LSS) at Temple University Center for Research in Human Development and Education (CRHDE). This program uses an inquiry approach and teaches problem solving skills to students. The program consists of a 2-week summer training period at the beginning of the program, post-training classroom surveys, in-class technical assistance, and modeling of experiments during the school year. The outcome of the study indicates that changes in teaching methods and classroom structure occurred. (Contains 13 references.) (YDS)

ED 464 816 SE 066 084

Jemison, Mae C., Ed.
S.E.E.ing the Future: Science, Engineering and Education. Commentary from the Scientific Grassroots. A White Paper on the Issues and Need for Public Funding of Basic Science and Engineering Research.
SPONS. AGENCY- Dow Chemical Corp., Midland, MI.; National Science Foundation, Washington, DC.
PUB DATE- 01
NOTE- 56p.; Prepared by the Jemison Institute for Advancing Technology in Developing Countries. "Report of a Workshop held at Dartmouth College (November 10-15, 2000)."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economics; *Educational Change; Educational Improvement; Elementary Secondary Education; *Engineering Education; Federal Aid; Financial Support; Higher Education; Minority Groups; *Sciences; Women Scientists

This document reports on the results of an ad hoc workshop called patterns--how science is personally relevant to the girls' lives. The girls describe how their sense of who they are, who they are becoming, and the importance of relationships is central to how they relate to science and what they learn. Their descriptions highlight entry points for engaging in learning science and potential ways science learning can be both meaningful and sustained over time. The study concluded that students who describe personal relevance, but who focus less on extrinsic goals are more likely to characterize their learning as integrated with their identities. Furthermore, they describe engaging in science as a means for learning more about themselves. This study has implications for educational research and pedagogical practice in terms of conceptualizing multiple ways at-risk girls find science relevant and building motivation to learn science. (Contains 13 references.) (Author/MM)

ED 464 836 SE 066 122

Pickett, Linda H.; Fraser, Barry J.
The Role of Learning Environment, Achievement, and Student and Teacher Attitudes in a Science Mentoring Program for Beginning Elementary School Teachers.
PUB DATE- 02
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Elementary Education; *Mentors; *Science Education; *Student Attitudes; Teacher Education; Teacher Shortage
IDENTIFIERS- Learning Environments

This study examined the classroom learning environment, achievement, and student and teacher attitudes associated with a 2-year mentoring program in science for 7 first-year, second-year, and third-year grade 3-5 teachers. The "What Is Happening In This Class?" (WIHIC) questionnaire, assessing student perceptions of seven dimensions of the classroom learning environment, was modified and administered to 573 students in grades 3-5. Data analyses provided support for a six-scale version of the WIHIC in terms of its factor structure, internal consistency reliability, and ability to differentiate between classrooms. In terms of student outcomes, some changes in students' perceptions of their learning environment occurred between the pre-test and the post-test given in the second year of the mentoring program. Larger differences in student achievement in science and student attitudes about science were observed between pre-test and post-test. Also, student achievement in science was higher in classes with more Investigation and Equity, and student feelings about science were more positive attitudes about teaching science after completing the mentoring program. These data provided a starting point from which qualitative data-gathering methods (such as observations, interviews, and focus groups) were used to gain a more in-depth understanding of the changes in the attitudes of the mentored teachers and their students. (Contains 94 references.) (Author/MM)

ED 464 837 SE 066 123

LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - General (130)
DESCRIPTORS- Adolescent Literature; *Biographies; Individual Characteristics; Intermediate Grades; Inventions; *Profiles; Readability; *Role Models; *Scientists; Secondary Education
IDENTIFIERS- *Biodata; *Inventors

This volume on "Scientists and Inventors" was created to appeal to young readers in a format they can enjoy reading and can readily understand. Each volume contains alphabetically arranged sketches of outstanding people. Each entry provides at least one picture of the individual profiled, and bold-faced rubrics lead the reader to information on birth, youth, early memories, education, first jobs, marriage and family, career highlights, memorable experiences, hobbies, and honors and awards. Each of the entries ends with a list of easily accessible sources designed to lead the student to further reading on the individual and a current address. Obituary entries are also include in the volume, written to provide a perspective on the individual's entire career. Obituaries are clearly marked in both the table of contents and at the beginning of the entry. Entries in Volume 6 are: Hazel Barton (1971-); Alexa Canady (1950-); Arthur Caplan (1950-); Francis Collins (1950-); Gertrude Elion (Retrospective) (1918-1999); Henry Heimlich (1920-); David Ho (1952-); Kenneth Kamler (1947-); Lucy Spelman (1963-); and Lydia Villa-Komaroff (1947-). (Contains a general index, a place of birth index, and a birthday index.) (BT)

ED 464 857 SO 033 796

Parrini, Michelle, Ed.; Parins, Claire, Ed.; Kittlaus, Jennifer, Ed.; Bliss, Pam, Ed.
Immigration Law & the American Dream.
PUB DATE- 01
NOTE- 33p.; Published three times each year. Theme issue.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *American Dream; Citizenship Education; Curriculum Enrichment; Discussion (Teaching Technique); High Schools; *Immigrants; *Immigration; *Law Related Education; Social Studies
IDENTIFIERS- Globalization; *Immigration Law; *Supreme Court

This magazine is designed to help high school teachers of civics, government, history, law, and law-related education program developers educate students about legal issues. This issue focuses on immigration law and the American Dream. It includes 11 articles: (1) "U.S. Immigration Policy and Globalization" (P. Martin; S. Martin) explains how the United States faces new challenges and why the country must begin to think more creatively about immigration; (2) "Immigration after World War II, 1945-98" (L. Dinnerstein; D. M. Reimers) discusses the changing policies of a postwar United States which led to increased levels of immigration; (3) "The Changing Face of Immigration Law" (C. Nugent) investigates how the United States, and, therefore, its law, has a history of ambivalence toward immigration; (4) "Lawyers in Action: Arizona's Florence Project" (E. Dallam) shows how a legal team makes a difference for detainees at a detention center in the desert; (5) "Perspectives" (S. Robertson; M. Camerini) offers two film producers' perspectives as they filmed a movie on asylum and refugee protection in the United States; (6) "Students in

Month

This report seeks to assist employees of the military services to increase their awareness of and knowledge about Hispanics beyond what they see in popular culture. The report includes an overview and update about Hispanic demographics in the United States. It also discusses a few cultural issues and provides information intended to help organizations enlighten their members during their observance of Hispanic Heritage Month, September 15-October 15, 2000. Following an introduction, the report is divided into five sections: (1) "Hispanics in the U.S." (Children Indicate Continued Growth of Hispanics; About the Hispanic Population); (2) "Hispanics in the Department of Defense and U.S. Coast Guard" (Hispanics in the Senior Ranks); (3) "The Future" (Our Future Officers: Accession Programs; Low Supply: Recruiting and Retention Challenges; High Demand; Closing the Gap); (4) "Cultural Considerations" (Acculturation; Importance and Influence of Family; Education; Gender Roles: Machismo); and (5) "Conclusion." Appended is information about Web sites and Hispanics involved in subject areas of: politics, entertainment, writing, art, medicine, science, social activism, sports, business, education, and military firsts. (Contains 50 references.) (BT)

ED 464 877 SO 033 831

O'Connell, Libby Haight, Ed.
Gorillas.
PUB DATE- 02
NOTE- 38p.; Published twice a year. Theme issue. Accompanying videotapes not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Animals; *Buildings; Curriculum Enrichment; Middle Schools; National Standards; Secondary Education; Teacher Developed Materials; *United States History; *Zoology
IDENTIFIERS- English History; Gorillas; Victorian Period

The cable television channels A&E and the History Channel (and their Web sites) offer an array of creative ideas developed by teachers who understand teachers' busy schedules. This booklet provides supplementary content for A&E and History Channel programs along with correlation links to the national standards, grade level guidelines, discussion questions, activities, a vocabulary list, and resources listing Web sites and reading materials. The booklet is divided into two parts: A&E Teacher's Guides and the History Channel Teacher's Guides. The A&E Teacher's Guides consist of the following units: "Gorillas"; "Ape Man"; "Victoria and Albert"; and "Dizzy Gillespie." The History Channel Teacher's Guides consist of these units: "The World Trade Center"; "American Classics"; "Save Our History: Live from Jamestown"; and "Save Our History: USS Arizona." In addition, the booklet provides teaching ideas authored by classroom teachers. (BT)

ED 464 878 SO 033 832

Blohm, Judee, Ed.
Beyond the Classroom: Empowering Girls. Idea Book.
PUB DATE- 00
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

learners, and specific teaching strategies that view language minority students as capable and deserving of first-class educational opportunities. After an "Introduction" (Zeynep F. Beykont), there are 3 parts with 10 papers. Part 1, "Educational Reforms and Language Minority Students," includes "The High Stakes of High-Stakes Testing" (Miren Uriate); "Revealing Illusions of Educational Progress: Texas High-Stakes Tests and Minority Student Performance" (Walt Haney); and "A Quest for Quality: Providing Qualified Teachers for California's English Learners" (Julie Maxwell-Jolly and Patricia Gandara). Part 2, "Successful Teaching across Language Difference," includes "'Remember I Said': Cambodian Students' Second Language Literacy Development in a Mainstream Classroom" (Nancy H. Hornberger); "Teaching Bilingual Students in Mainstream Classrooms" (Maria Estela Brisk, Mary Dawson, Millicent Hartgering, Elizabeth MacDonald, and Lucinda Zehr); "Agents of Literacy Change: Working with Somali Students in an Urban Middle School" (Audrey A. Friedman); and "Connecting Classroom and Community through the Arts and Oral Narrative" (Berta Rosa Berriz). Part 3, "Preparing Teachers To Teach across Language Difference," includes "Creating an Equal Playing Field: Teachers as Advocates, Border Crossers, and Cultural Brokers" (Lilia I. Bartolome); "What We Would Have Liked To Know: Preservice Teachers' Perspectives on Effective Teacher Preparation" (Audrey A. Friedman); and "'You Can't Step on Someone Else's Words': Preparing All Teachers To Teach Language Minority Students" (Meg Gebhard, Theresa Austin, Sonia Nieto, and Jerri Willett). (Papers contain references.) (SM)

ED 464 899 SP 040 703

Schmidt, Michael A.
Healing Childhood Ear Infections: Prevention, Home Care, and Alternative Treatment. 2nd Edition.
PUB DATE- 96
NOTE- 313p.; Foreword by Doris J. Rapp. Previously published as "Childhood Ear Infections."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Allergy; Breastfeeding; *Child Health; Children; Developmental Delays; Down Syndrome; Environmental Influences; *Health Promotion; Hearing Impairments; Medical Services; Nutrition; *Otitis Media
IDENTIFIERS- Acupressure; Antibiotics; *Ear Infections; Home Health Care; Homeopathy; *Nontraditional Medicine

This book describes current controversy in medical journals over existing treatments for chronic childhood earaches. It suggests that the causes of otitis media are a series of events which flourish when poor nutrition occurs, noting that careful attention to diet and nutrition to prevent food allergies, and the use of acupressure, homeopathic medicine, and herbal medicine, are effective in healing earaches and preventing their recurrence. Eight chapters examine: (1) "The Scope of the Problem" (e.g., what an earache is, signs and symptoms, and who is at risk); (2) "Antibiotics: Sensible Use or Abuse?" (e.g., antibiotic-resistant bacteria and foodborne antibiotics); (3) "Tubes: Effectiveness, Hazards, and Complications" (e.g., the rationale and how it is done); (4) "Hearing Loss and Delayed Development: Myth or Reality?"; (5) "Causes of Childhood Ear Infections" (e.g., allergy and environmental sensitivity and achievement in Maryland and Kentucky. Findings are based on case studies of 11 schools on probation, 7 in Maryland and 4 in Kentucky, and all 11 schools had high proportions of students from poverty and minority backgrounds. Each case study consisted of quantitative and qualitative data: interviews, classroom observations, meeting observations, and survey questionnaires. About half the schools were elementary schools; the rest were middle schools. Studies of individual learning and organizational development show that probation in the context of the 11 schools provided unfavorable conditions for learning new and ambitious performance-based pedagogy. For many teachers, the state assessments did not provide meaningful tools for the self-evaluation of their teaching. On the organizational level, probation fostered rigidity and compliance with external obligations to the detriment of organizational learning and internal dialog. While large numbers of teachers in the 11 schools viewed themselves as highly competent professionals, 70% to 80% of the observed lessons in Maryland did not show evidence of elaborate level teaching at all. On the positive side, findings show that almost all of the 11 schools were modestly energized by the probation label, and teachers in all schools reported that they increased work effort and engagement in school improvement. When asked to select priorities for school improvement, teachers cited several factors, but not even 10% believed that a new pedagogy should be the first thing on the agenda. (Contains 55 references.) (SLD)

ED 464 920 TM 033 850

Green, Susan K.; Mantz, Michelle
Classroom Assessment Practices: Examining Impact on Student Learning.
PUB DATE- 02
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; *Evaluation Methods; Higher Education; *Informal Assessment; Internship Programs; Knowledge Level; Learning; *Skill Development; Student Evaluation; *Student Teachers; Supervision; Teacher Education

This study examined teacher candidate classroom assessment practices from the perspective of supervising teachers. Using questionnaires, supervising teachers evaluated the student interns' use of various assessment techniques and interns' methods for determining whether they had achieved a direct impact on their students' learning. Participants were 106 prekindergarten through grade 12 teachers who served as supervising teachers for full-time interns (student teachers) from a college of education during the 2000-2001 academic year. The number of experiences each participant had with student teachers ranged from 1 to 9. Findings show that, on the whole, the supervising teachers believed that their interns had good assessment skills and used a variety of evaluation techniques. Informal methods such as oral questioning and guided practice seemed to be the most frequent assessment methods used in the attempt to demonstrate an effect on student learning. However, data on the predominance of informal methods suggest that these may not be sufficient to prepare teachers to assess student and graduate students at the University of Houston to design and develop an educational Web site. A sample of 266 potential users reviewed the Bayou Bend Web site and submitted an online survey developed to measure user perceptions of the design, content, and educational value of the site based on criteria identified in a review of the literature. The results of the survey reveal some of the strengths and weaknesses of the Bayou Bend site (http://www.bayoubend.uh.edu) as well as provide insight into the process of evaluating educational Web sites. (Contains 18 tables and 60 references.) (SLD)

ED 464 940 TM 033 871

Bliss, Leonard B.
An Instrument for the Assessment of Study Behaviors of High School Students.
PUB DATE- 02
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Patterns; Focus Groups; *High School Students; High Schools; Reliability; Secondary School Teachers; Social Studies; *Study Habits; Test Construction; Validity
IDENTIFIERS- *Study Behavior Inventory

An instrument was developed to investigate the study behavior of high school students. Based on the Study Behavior Inventory (Bliss and Mueller, 1986), a measure designed to examine the study behaviors of college students, the Study Behavior Inventory-High School Version was developed through the contributions of 10 focus groups of high school teachers who considered the appropriateness of items from the original instrument for a high school population. Students in Social Studies classes from 2 high schools (n=767) participated in studies of validity, and a pilot group of 43 students took the new instrument on 2 different occasions to study reliability. Results suggest that the Study Behavior Inventory-High School Version appears to produce valid, and in most cases, reliable scores when administered to students in grades 9 through 12, although the low reliability of Factor 4 of the scale is of concern, and requires investigation. An appendix contains the instrument. (Contains 15 references.) (SLD)

ED 464 941 TM 033 872

Bliss, Leonard B.; Sandiford, Janice R.
The Effects of Institutional Culture on Study Strategies of Hispanic Students as Measured by the "Inventario de Comportamiento de Estudio": The Spanish Version of the "Study Behavior Inventory."
PUB DATE- 02
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavior Patterns; *College Students; Community

Analysis; Elementary Secondary Education; *Information Dissemination; *Report Cards; *School Districts; *State Programs; Test Results; World Wide Web
IDENTIFIERS- *Educational Indicators; United States (South)

The purpose of this study was to examine the state level, district level, and school level education accountability data that were made available on selected State Department of Education Web sites in 2000-2001. The issues of interest were: (1) differences in reported indicators on the education report cards produced in Alabama, Georgia, Kentucky, Mississippi, and Tennessee; (2) implications of these differences, if any; and (3) the accessibility and availability of the report cards and related data. The states considered in this study produce and disseminate over the Internet several different types of report cards as components of their accountability procedures. Content analysis was selected as the most appropriate method of studying these sites. A description is given of the data provided by each state. With the exception of Kentucky, there were many similarities among the indicators reported by each state in this analysis. Report cards for each state included an indicator for per pupil expenditure, total student enrollment, student standardized test scores and writing performance, and an improvement measure computed by a state formula. Each state, except Kentucky, provided an indicator for revenue sources, number of certified personnel by category, number or percent of Title I or low-income students, number or percent of students in special programs, and high school exit examination pass rates. Kentucky presented its information in a narrative form and included much of this information in the narrative. Almost without exception, researchers who have used the indicator data have suggested that states include more, rather than less, information on their State Report Cards, especially community data and process data. Suggestions are made for ways states can improve information reporting. An appendix contains the template used for report card indicator classification. (Contains 1 figure, 2 tables, and 50 references.) (SLD)

ED 464 961 TM 033 892

Rapp, Joel; Allalouf, Avi
Evaluating Cross-Lingual Equating.
PUB DATE- 02
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Applicants; College Entrance Examinations; *Equated Scores; High Stakes Tests; Higher Education; *Test Format; *Test Items; Testing Programs; *Translation; Verbal Tests
IDENTIFIERS- Linking Metrics; *Psychometric Entrance Test (Israel)

This study examined the cross-lingual equating process adopted by a large scale testing system in which target language (TL) forms are equated to the source language (SL) forms using a set of translated items. The focus was on evaluating the degree of error inherent in the routine cross-lingual equating of the Verbal Reasoning subtest of the Psychometric Entrance Test (PET), a high-stakes scholastic aptitude test that is adapted from Hebrew into five different target languages. A research plan inspired by the double-linking method, but modified to fit

ED 464 980 UD 035 005

Fischel, William A.
An Economic Case against Vouchers: Why Local Public Schools Are a Local Public Good. Dartmouth Economics Department Working Paper.
PUB DATE- 02
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Vouchers; Elementary Secondary Education; Human Capital; Politics of Education; Private Schools; Public Opinion; *Public Schools; School Choice
IDENTIFIERS- *Social Capital

This article offers an explanation and economic rationale for the failure of vouchers to be generally accepted by the public, suggesting that public schools are in fact a local public good. The reason economists fail to notice this is they look exclusively to the educational activity of the schools. Education is actually a private good, being both rival in its consumption and excludable in its provision. Its only arguable "publicness" stems from the benefits that cannot be appropriated by the person educated. These spillovers are best internalized by state and national subsidies to private education. The publicness of public schools accrues largely to the parents of schoolchildren and to other adult community residents. Having children in a local school enables voters to get to know one another better, which in turn reduces the transaction costs of providing other local public goods. Community-specific social capital makes it easier for residents to round up others to oppose the "ugly" building proposed in their neighborhood or to lobby the city council to build a bypass to alleviate local traffic congestion. This benefit cannot usually be obtained from private education because private schools have a geographically dispersed clientele, living in different political jurisdictions. Vouchers would disperse students from their communities and thereby lower the community-specific capital of adult residents. (Contains 40 references.) (Author/SM)

ED 464 981 UD 035 006

Thomas, Regina; Woods, Paul; Hillman, Stephen; Ross, Steven M.
The Detroit Public Schools Michigan Department of Education CSRD Grant Funded Comprehensive School Reform Demonstration (CSRD) Models, 1998-1999 through 2000-2001. A Joint Collaborative Preliminary Evaluation.
PUB DATE- 02
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Educational Change; Educational Environment; Educational Finance; Educational Improvement; Elementary Secondary Education; Faculty Development; Grade 4; Grade 7; Grants; Scores; Teacher Attitudes; Urban Schools
IDENTIFIERS- *Comprehensive School Reform Demonstration Program; Detroit Public Schools MI; Reform Efforts

This study evaluated the Michigan Department of Education Comprehensive School Reform Demonstration (CSRD) Grant Funded

DESCRIPTORS- *Academic Achievement; Academic Standards; Disadvantaged Youth; Educational Environment; High Schools; Information Utilization; *Poverty; Teacher Collaboration; Teacher Expectations of Students; Teacher Student Relationship; Urban Areas; Urban Schools
IDENTIFIERS- Texas

This study examined how five high-poverty Texas high schools, which had attained notable achievement levels on selected academic indicators, reached their present levels of performance. The schools shared several characteristics: most students were economically disadvantaged; the location was in a large urban district; there was no selective admission; they had a Texas accountability rating of acceptable, recognized, or exemplary; and student achievement on at least one of three academic indicators was higher than the state average (the Texas Learning Index, the Algebra I End-of-Course Examination, or Advanced Placement enrollment and course offerings). Study data came from observations, documents, and interviews with administrators, teachers, school staff, students, parents, and district administrators. Results found that despite commonalities, each school implemented its practices in unique ways. Practices that were critical to high performance included setting clear goals and establishing high expectations, using data to guide instruction, focusing on instruction and individual learning, supporting teachers and enhancing collaboration, and fostering an environment of respect and affection for students. (Contains 16 references.) (SM)

ED 465 001 UD 035 044

Duncombe, William
Estimating the Cost of an Adequate Education in New York. Working Paper.
PUB DATE- 02
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Cost Estimates; *Costs; *Educational Finance; Elementary Secondary Education; Expenditure per Student; Poverty; *Urban Education
IDENTIFIERS- Cost of Education Indexes; Cost of Living; *New York; New York City Board of Education

The New York State Board of Regents and the Commissioner of Education have identified a set of performance standards for students that reflect the knowledge and skills needed to function as productive citizens in the 21st century. The New York State Department of Education has developed new Regents Examinations, which all students must pass to graduate from high school, and new examinations in fourth and eighth grades that serve as intermediate checkpoints for assessing progress. This paper develops estimates of the costs of financing the achievement of higher standards. Key tools for estimating the cost of adequacy are education cost functions and cost of education indexes. The cost function approach uses statistical methods to extract from actual data the relationship between student characteristics, cost of living, and spending required to meet performance standards. Overall, greater student needs and higher salaries required to recruit good teachers significantly raise the cost of education in large New York cities. The total spending increase statewide required to reach the recommended standard is $7.2 billion. New York's current system of school aid programs is not well-suited to reaching student performance objectives. Developing an adequacy-based

ED 464 722 PS 030 333

Beck, Robert J.
Moral Scripts and Dialogic Inquiry in Scaffolding Young Children's Cultural Understanding of a Movie Story.
PUB DATE- 02
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Models; *Moral Development; *Moral Values; *Mothers; Parent Child Relationship; *Preschool Children; Scaffolding (Teaching Technique)
IDENTIFIERS- Dialogue Analysis

In a movie retelling task that was concerned with the moral dilemma of how to treat a hurt wild animal, the extended preparatory dialogues of seven effective middle-class mothers and their 5-year-olds were studied to develop a moral script and dialogic inquiry model of scaffolding children's narrative competency. A content analysis of the dialogues revealed that all the dyads used comparable moral scripts consisting of references to the story characters' actions and subjective states to repair and support children's understanding of the moral rule. A turn-taking analysis of the dialogues showed that mothers and children generally engaged in: (1) an initial inquiry phase consisting of initiatory questions, responses, and evaluation turns sequences (IRE) that were used to establish what children thought were characters' actions, intentions, and feelings; and (2) a follow-up, moral explanation and argument phase in which participants urged different courses of action to resolve the dilemma. A scaffolding model for fostering narrative competency was proposed for developing children's intersubjective understanding and moral reasoning. Mothers used syllogistic and simple causal reasoning to argue their theories of the characters' intentions, actions, and needs in the story; while children made counterarguments using emotional, egocentric, and immature moral reasoning. Based on this model, a program was designed for training parents to support their children's production of moral meanings from stories. (Contains 41 references.) (Author/HTH)

ED 464 723 PS 030 334

Tufekci, Aysel
Turkish Students' Parenting Beliefs and Practices.
PUB DATE- 02
NOTE- 28p.; Cover page varies. Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *Child Rearing; College Students; *Cultural Differences; *Foreign Students; Higher Education; Islam; *Parent Attitudes; Parent Child Relationship; Religious Factors
IDENTIFIERS- Turks

This study investigated parenting beliefs and practices of

DESCRIPTORS- *Child Advocacy; *Child Health; *Children; *Lead Poisoning; Outreach Programs; *Prevention; Program Descriptions; Public Policy; Special Health Problems
IDENTIFIERS- *Pennsylvania (Philadelphia)

As part of its work in improving the lives and life changes of children in the Philadelphia region, the Philadelphia Citizens for Children and Youth examined the problem of local childhood lead paint poisoning. This report describes their efforts, beginning with a description of the impact of lead poisoning on children's health and a discussion of the causes and scope of the problem in the Philadelphia area, focusing on the special needs of pregnant women. Philadelphia's efforts to combat lead poisoning are then detailed, including those related to detection and screening, education and outreach, housing remediation, and treatment. The report discusses on-going problems with childhood lead poisoning and emphasizes the importance of prevention and early intervention. A diagram compares the financial costs of four examples of intervention to keep healthy those children who live in lead poisoned homes. A map details the number of children identified in 2001 with high blood lead levels for the Philadelphia Council Districts. The report describes promising lead-abatement practices from Massachusetts, Rhode Island, and Wisconsin. Thirteen recommendations for Philadelphia are then presented, including commitment to taking strong action to prevent infants from being injured by lead, eliminating the backlog of poisoned homes, increasing the capacity to complete lead hazard reduction work on homes of newly poisoned children, increasing the number of trained lead hazard reduction workers, working with the federal government to develop programs to repair houses and make them safe, and expanding lead poisoning prevention education and outreach activities. (Contains 37 endnotes.) (KB)

ED 464 741 PS 030 364

Hood, Joanne L.; LoVette, Otis K.
An Investigation of the Relationship between Parents' Perceptions of Parental Involvement and the Academic Achievement of Their Children.
PUB DATE- 02
NOTE- 50p.; Paper presented at the Annual Meeting of the Louisiana Education Research Association (Ruston, LA, February 28-March 1, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Accountability; Administrators; *Children; Comparative Analysis; Curriculum; Educational Environment; Elementary Secondary Education; *Parent Attitudes; Parent Background; *Parent Participation; Parent School Relationship; *Parent Student Relationship; Poverty; Predictor Variables; Racial Differences; Rural Urban Differences; School Culture
IDENTIFIERS- Louisiana

This study examines the relationship between parents' perceptions of certain attributes of their involvement in various aspects of their child's or children's school environment and their child's or children's academic achievement within that school. Parents and children from 132 schools in Louisiana participated in the School Analysis Model 2000 in this study. Data were collected using a variety of methods, including questionnaires volumes on parenting, deals specifically with parental status and the social conditions of parenting. The volume consists of 20 chapters as follows: (1) "Mothering" (Kathryn E. Barnard and JoAnne E. Solchany); (2) "Fathers and Families" (Ross D. Parke); (3) "Coparenting in Diverse Family Systems" (James McHale, Inna Khazan, Pauline Erera, Tamir Rotman, Wendy DeCourcey, and Melanie McConnell); (4) "Single Parenthood" (Marsha Weinraub, Danielle L. Horvath, and Marcy B. Gringlas); (5) "Grandparenthood" (Peter K. Smith and Linda M. Drew); (6) "Adolescent Parenthood" (Mignon R. Moore and Jeanne Brooks-Gunn); (7) "Nonparental Caregiving" (K. Alison Clarke-Stewart and Virginia D. Allhusen); (8) "Sibling Caregiving" (Patricia Zukow-Goldring); (9) "Parenting in Divorced and Remarried Families" (E. Mavis Hetherington and Margaret Stanley-Hagan); (10) "Lesbian and Gay Parenthood" (Charlotte J. Patterson); (11) "Parenting and Contemporary Reproductive Technologies" (Susan Golombok); (12) "The Transition to Parenting" (Christoph M. Heinicke); (13) "Stages of Parental Development" (Jack Demick); (14) "Personality and Parenting" (Jay Belsky and Naomi Barends); (15) "Parents' Knowledge and Expectations: Using What We Know" (Jacqueline J. Goodnow); (16) "Parental Monitoring and Knowledge of Children" (Ann C. Crouter and Melissa R. Head); (17) "Parent Beliefs Are Cognitions: The Dynamic Belief Systems Model" (Irving E. Sigel and Ann V. McGillicuddy-De Lisi); (18) "Parental Attributions" (Daphne Blunt Bugental and Keith Happaney); (19) "Parental Attitudes toward Childrearing" (George W. Holden and M. Jeanell Buck); and (20) "Psychoanalysis and Parenthood" (Bertram J. Cohler and Susan Paul). Author and subject indexes are also included. Each chapter contains references. (HTH)

ED 464 759 PS 030 383

Bornstein, Marc H., Ed.
Handbook of Parenting. Volume 4: Social Conditions and Applied Parenting. Second Edition.
PUB DATE- 02
NOTE- 410p.; For first edition (1995), see ED 389 419. For other volumes in this series, Parenting, see PS 030 380-384.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Blacks; Child Abuse; *Child Rearing; Cultural Differences; Disabilities; Hispanic Americans; Marital Instability; *Minority Groups; *Parent Child Relationship; Parent Education; *Parenting Skills; *Parents; Poverty; Social Support Groups; Substance Abuse
IDENTIFIERS- African Americans; Latinos

Concerned with social contexts and culture as they apply to parenting, this volume, the fourth of five on parenting, deals specifically with socially defined groups of parents and social conditions that promote variations in parenting. The volume consists of the following 15 chapters: (1) "Ethnic and Minority Parenting" (Cynthia Garcia Coll and Lee M. Pachter); (2) "Parenting among Latino Families in the U.S." (Robin Harwood, Birgit Leyendecker, Vivian Carlson, Marysol Asencio, and Amy Miller); (3) "African American Parenting" (Harriette P. McAdoo); (4) "Parenting of Asians" (Ruth Chao and Vivian Tseng); (5) "Parents in Poverty" (Katherine A. Magnuson and Greg J. Duncan); (6) "Parenting and Social Networks" (Moncrieff

Physical Health; *Reservation American Indians; *Rural American Indians; Rural Youth; School Attitudes; Secondary Education; Secondary School Students; Sexuality; Student Surveys; Substance Abuse; Suicide; Tobacco
IDENTIFIERS- Health Surveys; *Native Americans; Risk Taking

This survey on the health status of Native American adolescents living on or near reservations was completed by 14,000 American Indian and Alaska Native youths from 50 tribes attending 200 schools in 12 states. Results indicate that most Native teenagers felt their family cared about them a great deal, and many would go to a family member first for help. Youths whose parents had high expectations of them did better in school. Twenty percent of respondents reported their health as only fair or poor. Those with poor health also reported numerous other problems in school and at home and tended to abuse drugs and be suicidal as well. Obesity was a serious problem, which was compounded in many communities where diabetes was a significant risk. Deaths from unintentional injuries, particularly motor vehicle injuries, were higher among American Indian youth than among any other ethnic and age group. These youth frequently engaged in behaviors that increased their risk for injuries. Alcohol use and tobacco use were very prevalent, followed by marijuana and inhalant use. Heavy use of substances, particularly alcohol and marijuana, was linked to every risk behavior discussed in this report. As the second leading cause of death for American Indians, suicide is a serious problem, and was strongly associated with emotional stress, substance abuse, and family problems. About two-thirds of American Indian high school seniors reported sexual activity, but contraceptive use was inconsistent. Challenges and opportunities related to these findings are discussed. (TD)

ED 464 777 RC 023 482

Lyson, Thomas A.
What Does a School Mean to a Community? Assessing the Social and Economic Benefits of Schools to Rural Villages in New York.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; State Univ. of New York, Ithaca. Agricultural Experiment Station at Cornell Univ.; Cooperative State Research, Education, and Extension Service (USDA), Washington, DC.
PUB DATE- 02
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Community Characteristics; Demography; Elementary Secondary Education; Employment Patterns; *Quality of Life; Rural Areas; *Rural Schools; *School Community Relationship; School Location; *Small Towns
IDENTIFIERS- *Community Viability; Infrastructure; New York; Property Values

A study identified community-level characteristics associated with the presence or absence of a school. Data from the 1990 Census and the New York Department of Education identified 64 villages in New York with populations of 500 or less, 36 of which had schools, and 233 villages with populations of 501-2,500, 192 of which had schools. Results indicate that for the smallest rural communities, the presence of a school was associated with many social and economic benefits. Housing values were considerably higher in small villages with schools, and municipal infrastructure was more developed. Occupational structure differed qualitatively, in that places with schools had more people employed in more favorable occupational

Zanesville, OH, October 26-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Images; Culture Conflict; *Educational Practices; Elementary Secondary Education; *Self Concept; *Stereotypes; Student Alienation; *Student Attitudes; Student Projects
IDENTIFIERS- Appalachian Culture; *Appalachian People; *Critical Pedagogy; Place Based Education

The hillbilly stereotype has created image distortions of Appalachian people and culture in mainstream America, in academia, and among mountain people themselves. This paper examines Appalachian student reactions to the stereotype and ways in which students can explore the concept and image of hillbilly and develop their cultural identity. Appalachian people are a hybridization of various ethnic groups, including Native Americans, Africans, and Scotch-Irish. The culture is carried forward by oral tradition but is not static. Appalachian art forms and styles have followed local cultural transformations and vary widely. Stereotyping the culture began after the Civil War when outside developers entered the region, was a social control tactic, and was expanded and perpetuated by the mass media in the 1950s-60s. Psychological internalization of the pejorative image has hindered the ability of mountain people, particularly the young, to accept their identity, resulting in self-hatred, cultural denial, and lack of self-determination. The stereotype has also been internalized by education systems, which use it as an excuse for educational problems. As has happened in many Native American nations, reviving cultural traditions can facilitate healing. Students can confront the Appalachian stereotype by exploring the topic historically, aesthetically, and critically in their own place. Critical examination of the histories of Appalachian mountain culture, resistance, and artistic responses facilitates students' cultural identity, pride, and sense of place. Student projects for grades K-12 are listed. (Contains 17 references.) (SV)

ED 464 795 RC 023 530

Buchanan, Patricia; Parker, Vicky K.; Zajdel, Ruth Hopkins
Birthin' Babies: The History of Midwifery in Appalachia.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Conference of the Women of Appalachia: Their Heritage and Accomplishments (2nd, Zanesville, OH, October 26-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Birth; *Certification; Folk Culture; *Nonformal Education; *Nursing Education; Rural Education; *Rural Women; Social History; Training
IDENTIFIERS- *Appalachia; Appalachian Culture; Frontier Nursing Service; Kentucky; Midwives; Nurse Midwives

This paper examines the history of midwifery in Appalachia. Throughout history, women in labor have been supported by other women. Midwives learned as apprentices, gaining skills and knowledge from older women. Eventually, formalized training for midwives was developed in Europe, but no professional training existed in the United States until 1939. In 1923 Mary

"S.E.E.ing the Future: Science Engineering and Education" Held at Dartmouth College in November of 2000 and sponsored by Dartmouth, the National Science Foundation, the Dow Chemical Company, and Science Service of Washington, DC. This transdisciplinary conference was one of a series of events that took place across the country to mark of the National Science Foundation's 50th Anniversary (NSF50). The conference brought together leading thinkers in the sciences and arts-winners of National Medals of Science and Technology, Presidential Early Career Awards for Scientists and Engineers, leaders in industry and small business, university presidents and deans, writers, theologians and financiers--discussed the future of government funding of basic science and engineering research in the United States. Representing a diverse spectrum of those affecting and affected by science and engineering research, this grassroots group's findings and recommendations for the best uses of public monies are reported here. Among those findings are: (1) a deteriorating national infrastructure that may threaten U.S. leadership in science and technology; (2) public funding needs to balance the shift of industry research and development dollars from new research to short-term product development and profits; (3) funding agencies must expand their traditional definition of cost and benefit analyses for scientific research beyond dollars spent, discoveries made, and products developed to include the intellectual vitality of science, U.S. responsibility as a leading global citizen, and the fate of areas that are not founded; (4) in order to maintain its leadership positions in science and in the world economy, the U.S. must encourage, recruit, and retain a wide range of American young people--especially women and minorities--in science and engineering careers; (5) all Americans must be educated in the fundamentals of science; (6) the U.S. executive branch must establish a plan to promote long-term funding and evaluation of research initiatives and projects of benefit to the entire nation; and (7) the need for the federal development of a program to renovate the laboratories and teaching facilities at small and medium size non-research colleges. A list of conference participants is appended. (Contains 15 references and 39 endnotes.) (YDS)

ED 464 817   SE 066 086

Lin, Sheau-Wen
Improving Science Teaching through Teacher Development Group: A Case Study of Elementary Teachers.
PUB DATE- 02
NOTE- 26p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 7-10, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructivism (Learning); *Elementary School Teachers; Foreign Countries; Primary Education; *Professional Development; Science Education; *Science Instruction; Teacher Effectiveness; Teaching Methods; *Team Teaching
IDENTIFIERS- Taiwan

The purposes of this study were to investigate changes of science teaching and to explore the factors which influenced changes of three first grade teachers when implementing an in-service project. The researcher, the leader teacher and three first grade teachers built a collaborative relationship to hold a teacher development group. The leader teacher introduced the

McDonald, James T.; Abell, Sandra K.
Essential Elements of Inquiry-Based Science and Its Connection to Generative and Authoritative Student Discourse.
PUB DATE- 02
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; *Discourse Analysis; *Earth Science; Grade 5; *Inquiry; Intermediate Grades; Science Education
IDENTIFIERS- *Erosion

The objective of this study was to investigate how two application lessons at the end of an earth science curriculum contributed to two different types of classroom: generative and authoritative. This study used Vygotsky's views to interpret earth science learning in the elementary classroom. The research questions were: How do fifth grade students' discourse enhance their conceptual understanding of erosion during an inquiry-based earth science unit? Do certain types of inquiry-based science activities lend themselves to generative (making meaning) and authoritative discourse? What are the common elements of these lessons that lead to this type of discourse? How did the learning environment facilitate the students' explanations? This naturalistic study took place over a semester long study on erosion. Key informants were eight fifth graders. The contribution of classroom discourse and expertise to conceptual understanding differed between the two focal groups. Group 1 used essential expertise to sustain generative conversation, maximizing their learning opportunities. Students in Group 1 got along with one another, rotated assigned roles and jobs, and were able to start their own generative conversations. Members of Group 1 asked generative questions, connected stream table events to real life situations, and involved everyone in the group. Group 2 engaged in a predominance of procedural discourse and had fewer learning opportunities. Group 2 had two dominant personalities who developed a conflict over roles and jobs, keeping their peers out of the conversation. Students in Group 2 had generative conversations, but these were not sustained due to the lack of acknowledgement of peer expertise and the starting their own generative conversations. (Contains 22 references.) (Author/MM)

ED 464 838 SE 066 125

Tapia, Martha; Marsh, George E., II
Effect of Gender, Achievement in Mathematics, and Grade Level on Attitudes toward Mathematics.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Ethnicity; High Schools; Mathematics Education; Middle Schools; *Sex Differences; *Student Attitudes

The effects of gender, math achievement, and grade level on attitudes toward mathematics were examined by use of an

Action" helps young people explore immigration issues that will be debated by their generation, including rights of detainees, asylum seekers, and juvenile refugees; (7) "Learning Gateways" (M. Fisher) introduces classes to the reality of today's immigration practices and policies; (8) "Supreme Court Roundup" (C. F. Williams) discusses the Court's activity during the current term, highlighting several federalism and First Amendment cases: (9) "News from Capitol Hill" outlines the 107th Congressional legislation to control junk mail, lower taxes, and reform campaign finance; (10) "Teaching with the News" (W. B. Lewis; C. F. Williams) looks at what the Fourth Amendment meant to the founders and what it means today; and (11) "Media Specialist's Corner" (M. Kayaian) identifies Web sites for students seeking primary documents related to immigration law. (BT)

ED 464 858 SO 033 797

Bliss, Pam, Ed.; Heinz, Ann, Ed.; Kaplan, Howard, Ed.; Landman, James, Ed.
Voice of the People: Representative Government in the United States.
PUB DATE- 01
NOTE- 33p.; Published three times each year. Theme issue.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; Curriculum Enrichment; *Democracy; High Schools; *Law Related Education; Social Studies; *Voting; Voting Rights
IDENTIFIERS- *Census 2000; Supreme Court

This magazine aims to help high school teachers of civics, government, history, law, and law-related education program developers educate students about legal issues. This issue focuses on voting. It contains 11 articles: (1) "The Project of Democracy" (A. Keyssar) demonstrates how the story of the right to vote represents a slow and fitful movement toward universal suffrage and why democracy continues to be a work in progress; (2) "Where Politics, Race, and Law Collide" (J. G. Hebert; J. B. Williams) explores legal challenges redistricting presented following the 2000 census; (3) "Can the Judiciary Be 'Representative?'" (B. A. Perry) explains the sense in which judges can be representative of the people and still aspire to the neutrality expected of them; (4) "Election 2000: Voting Issues and Recommendations" (D. L. Davison) presents questions raised by the 2000 election regarding the voting process; (5) "Voices" (K. Albowicz; M. L. Campbell; C. Jefferson-Jenkins) presents three voter organization members sharing their ideas on why every vote counts; (6) "Students in Action" helps students acquire information and begin to develop skills needed for engaging in public debate about voting rights, representation, and reform; (7) "Learning Gateways" introduces students to the history of U.S. voter registration, practices, and policies; (8) "Supreme Court Roundup" (C. F. Williams) discusses the Court's activity during the current term, including school voucher, affirmative-action, online pornography, and death-penalty cases; (9) "News from Capitol Hill" (A. S. Heinz) looks at how the events of September 11, 2001, altered Capitol Hill's political agenda in diverse debates; (10) "Teaching with the News" (J. Landman) traces the phenomenon of jury nullification to its origins and shows why/how it is still practiced; and (11) "Media Specialist's Corner" (M. Parrini; J. Kittlaus) identifies Web sites for students seeking primary documents related to voter

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Active Learning; Community Involvement; Decision Making; Developing Nations; *Educational Benefits; *Empowerment; *Females; Foreign Countries; Gender Issues
IDENTIFIERS- Ideas; *Peace Corps

The close relationship that Peace Corps volunteers develop with their communities and schools places them in a unique position to influence the behaviors and attitudes of the young women with whom they work. Workshops, camps, clubs, special events, and conversations all have the potential to promote decision-making skills, encourage goal setting, and build confidence. Volunteers have the potential to help girls change their lives for the better. This booklet provides a collection of ideas and activities from Peace Corps volunteers around the world to be used as a resource in the work of empowering young women. Following an introduction, the booklet is divided into nine sections: (1) "Things To Consider as You Read"; (2) "Helpful Tips for Organizing an Event"; (3) "Mentoring for Empowerment and Leadership"; (4) "Clubs"; (5) "Camps and Conferences"; (6) "Sports"; (7) "Contests"; (8) "Life Skills Education"; and (9) "Resources." (BT)

ED 464 879 SO 033 835

Tanzania at the Turn of the Century: Background Papers and Statistics. A World Bank Country Study.
PUB DATE- 02
NOTE- 451p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Case Studies; Developing Nations; *Economic Development; Foreign Countries; *Poverty; *Sustainable Development
IDENTIFIERS- *Tanzania; *Zanzibar

This report presents lessons from Tanzania's development experience of the past four decades, with emphasis on the period since the last report (1996), and assesses the imperatives for higher sustained growth and better livelihood for its citizens in the future. The background papers review and assess Tanzania's actual growth and poverty reduction performance against its large natural potential and against countries at a comparable stage of development; analyze the main reasons behind the performance record; and outline the strategic and institutional imperatives for exploiting the country's vast potential for sustained growth and reduction of poverty in the long and medium term. Following the introductory and explanatory material and the background papers, the report is divided into seven parts: (1) "Background Information"; (2) "Review of Recent Macroeconomic Performance"; (3) "What Matters Most for Growth?"; (4) "Combating Poverty, Ignorance, and Disease"; (5) "Unleashing the Private Sector's Potential for Tanzania's Development"; (6) "Pacemakers for Sustainable Economic Growth"; and (7) "Performance of Zanzibar's Economy." (Contains extensive figures, tables, statistical appendixes, and 160 references.) (BT)

ED 464 880 SO 033 836

Malhotra, Nirmal; Mittal, Pratibha
Educational Research in North-East India: A Source Material.
PUB DATE- 01

mechanical obstruction); (6) "Home Care for Earaches" (e.g., when to call the doctor and emotional factors); (7) "Preventing Ear Infections in Your Child" (e.g., breastfeeding and air travel); and (8) "Alternative Treatments: Some Solutions" (e.g., allergy management and acupuncture). Appended are lists of resources and organizations and an example of nutrition assessment using a laboratory. (Chapters contain references.) (SM)

ED 464 900 SP 040 706

Evaluation of the 2000-01 In-School Mentoring Pilot Project. Final Report.
PUB DATE- 02
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Elementary School Teachers; Faculty Development; Foreign Countries; *Literacy Education; *Mentors; *Reading Skills; Teacher Attitudes
IDENTIFIERS- Alberta

This study evaluated the In-School Mentoring pilot project, conveying the positive and negative repercussions of mentoring. The mentoring program was designed to help early elementary students improve their literacy skills. Interviews with 15 participating Alberta Learning employee in-school mentors examined program impact on both students and mentors. Overall, mentors considered the experience very positive and a good opportunity to help students. Most mentors believed that the mentoring match worked well or very well and that they made a difference in the lives and literacy of participating students. Positive changes they reported for themselves included motivation, interest, attendance, and confidence. They felt that the greatest amount of personal satisfaction came from the students' growth in literacy and knowledge, in attitude, and in self-esteem. The majority of mentors did not think that mentoring interfered with their work time. Most mentors expressed strong support for continuing and/or expanding the program in the next year. (Contains 12 tables.) (SM)

ED 464 901 SP 040 707

Administration's Overview: K-12 Physical Education. ABCD's of Physical Education.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Comprehensive School Health Education; Elementary Secondary Education; Foreign Countries; *Health Promotion; Life Style; Physical Activity Level; *Physical Education
IDENTIFIERS- Alberta

In September 2000, the Physical Education Kindergarten to Grade 12 Program of Studies was approved for implementation in Alberta, Canada. This program helps enable individuals to develop the knowledge, skills, and attitudes necessary to lead an active, healthy lifestyle. The four general outcomes are the ABCDs (Activity, Benefits Health, Cooperation, and Do It Daily...For Life). The ABCDs and the curriculum organizers are learning effectively. Additional and more sophisticated training may be required. (Contains 3 tables and 10 references.) (SLD)

ED 464 921 TM 033 851

Kamin, Carol; O'Sullivan, Patricia; Deterding, Robin
Does Project L.I.V.E. Case Modality Impact Critical Thinking in PBL Groups?
PUB DATE- 02
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Method (Teaching Technique); *Critical Thinking; Higher Education; *Interactive Video; Medical Education; *Medical Students; Pediatrics; *Problem Based Learning; Simulation; Virtual Classrooms

Problem-based learning (PBL) with simulated cases is one method of delivering standardized pediatric curricular objectives, but the fact that students are dispersed and participating in community-based practices makes group meetings difficult. To address these issues, researchers developed and tested a new modality for presenting PBL cases, a CD-ROM/Web hybrid computer program to standardize the national pediatric curriculum: Project Learning through Interactive Video Education (L.I.V.E.). Project L.I.V.E. used digital video case simulations to present PBL with the stimulus case followed by asynchronous case discussions among students at multiple clinical sites. The study sought to determine if critical thinking as shown by discourse among students during group discussion differed by presentation format. Approximately 128 medical students participated in 3 conditions: (1) a face-to-face group with text/paper case modality; (2) a face-to-face group with a video case modality; and (3) a virtual group with digital video case modality. Study findings suggest that the virtual group engaged in more critical thinking, as represented by their dialogue within the group, than did the other two modalities, perhaps because of the increased individual accountability required by the online discussion. However, the virtual group did have a reduced sense of group process. The findings also provide insight into the advantages of using video. (Contains 21 tables and 32 references.) (SLD)

ED 464 922 TM 033 852

Conley, David T.; Bodone, Francoise
University Expectations for Student Success: Implications for System Alignment and State Standard and Assessment Policies.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Association of American Universities, Washington, DC.
PUB DATE- 02
NOTE- 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Freshmen;

Colleges; Comparative Analysis; Factor Analysis; *Factor Structure; Foreign Countries; Higher Education; Private Colleges; Public Colleges; *Spanish Speaking; Student Characteristics; *Study Habits
IDENTIFIERS- Florida; *Learning and Study Strategies Inventory; Mexico

The study behaviors of Spanish-speaking students at a large two-year public college in the United States were studied using the Inventario de Comportamiento de Estudio (ECI) (L. Bliss, D. Vinay, and F. Koenigner), the Spanish version of the Learning and Study Strategies Inventory (C. Weinstein, 1987). Behaviors of these students were compared with those of students at both a large public university in Mexico and a small private elite Mexican university. The ECI was administered to a sample of 322 Spanish-speaking students at Miami-Dade Community College, Florida. Factor analysis was used to determine the factor structure of the responses on the ICE. This factor structure was compared with those obtained from the private and public Mexican universities in previous studies by L. Bliss and others, and L. Villa (1998) respectively. The factor structure of ICE responses from the Florida sample resembles the structure obtained from the Mexican public university and is consistent with the factor structure found at the Mexican private university. It appears that students at the Mexican public university and the U.S. community college are more concerned about long-term study behaviors and the need to manage time over the long run, while U.S. college students in general and those at the Mexican private college view time management as more of a day-to-day phenomenon. Across all the institutions, however, the factor structure appears to be consistent, with one factor dealing with academic self-efficacy being, in all samples, the factor that accounts for the most variance. An appendix presents the ECI. (Contains 22 references.) (SLD)

ED 464 942 TM 033 873

Schulz, E. Matthew; Betebenner, Damian; Ahn, Meeyeon
A Comparison of Hierarchical and Nonhierarchical Logistic Regression for Estimating Cutoff Scores in Course Placement.
PUB DATE- 02
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algebra; *College Students; Comparative Analysis; *Cutting Scores; Estimation (Mathematics); Higher Education; *Regression (Statistics); *Sample Size
IDENTIFIERS- *Hierarchical Analysis

This study was performed to determine whether hierarchical logistic regression models could reduce the sample size requirements of ordinary (nonhierarchical) logistic regression models. Data from courses with varying class size were randomly partitioned into two halves per course. Grades of students in college algebra courses were obtained from 40 colleges. The largest sample size group, Group 4, contained 11 colleges with half counts ranging from 171 to 563 (average 307). Nonhierarchical and hierarchical analyses were performed on each half. Compared to their nonhierarchical counterparts, hierarchically estimated cutoff scores from different halves the context of cross-lingual testing, was used. The error in cross-lingual equating of the verbal subtest of PET was estimated by the difference between two equating conversion functions, each linking the SL verbal section and a parallel verbal section in the TL. A number of test forms were used, with sample sizes ranging from 3,843 to 7,861. The average difference found by the same method over a number of test forms would reflect the degree of overall instability that exists in the cross-lingual equating process. Findings indicate that the differences between the conversion functions in the two alternative links were high. On average, the difference between the conversions was between 1 to 2 raw score points in the equating process of one of the target languages to the source language, and between 0.5 to 1.0 raw score points in the equating process of the other target language to the source language. These differences were obviously caused by a real and systematic problem that underlies the cross-lingual equating process. Some possible reasons for these differences are discussed. (Contains 1 table and 28 references.) (SLD)

ED 464 962 TM 033 893

Lee, Yong-Won; Kantor, Robert; Mollaun, Pam
Score Dependability of the Writing and Speaking Sections of New TOEFL.
PUB DATE- 02
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 2-4, 2002). For a related paper from the same authors, see TM 033 895.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; English (Second Language); *Generalizability Theory; Item Bias; Listening Comprehension Tests; *Reliability; *Scores; Second Language Learning; Speech; *Test Construction; Writing Tests
IDENTIFIERS- *Test of English as a Foreign Language

This study examines the score dependability of writing and speaking assessments from the Test of English as a Foreign Language (TOEFL) from the perspectives of univariate and multivariate generalizability theory (G-theory) and presents the findings of three separate G-theory studies. For writing, the focus was on evaluating the impact on reliability of the number of raters (or ratings) per essay (one or two) and the number of tasks (one, two, or three). For speaking, the focus was on investigating the impact of the number of tasks (1 to 12) and the number of ratings (1 or 2). In addition, an attempt was made to determine the optimal configuration of types and number of tasks for speaking to maximize the reliability of the composite score. Data for the first study were ratings from a study of a new task type in which 2 reading-writing and 3 listening-writing tasks were administered to 488 English-as-a-Second-Language learners. For study 2, each of the essays for the tasks for one subgroup was rerated by each of six raters. In the third study, focusing on speaking, data from 261 examinees were used. By far the greatest source of variation in examinees' test performance was due to differences among test takers' ability as measured by the writing and speaking tasks. This suggests that, as intended, the tasks do distinguish among examinees. Results further suggest that, to maximize score

Reform Demonstration Program, which helps raise student achievement in the Detroit Public Schools. The four objectives evaluated were: CSRD schools will demonstrate differences in the classroom learning environment compared to non-CSRD schools; CSRD schools will have a better school climate; teachers from CSRD schools will have positive opinions about the effectiveness of the CSRD model; and CSRD schools will show more growth in student achievement than traditional schools. The evaluation included 20 CSRD schools and their matched controls. Evaluation involved the School Observation Measure, School Climate Inventory, Comprehensive School Reform Teacher Questionnaire, provider survey, and student outcome data. CSRD schools used mainly direct instruction. Student behavior, trust, and parent/community involvement were concerns in most schools. Key elements for success included support from the faculty, staff, and administration. CSRD providers offered such support services as onsite and offsite visits, monitoring, professional development, and training workshops. While fourth grade control students' reading scores increased, CSRD students' scores decreased. In mathematics, fourth graders had similar decreases. The two groups had similar seventh grade reading score decreases and mathematics score increases. Appendices include tables and the provider survey. (Contains 16 tables.) (SM)

ED 464 982 UD 035 007

Robillos, Mia U.
Somali Community Needs Assessment Project. A Report Prepared for the Somali Resource Center.
PUB DATE- 01
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; *Community Needs; Cultural Differences; Educational Needs; Employment; Family Needs; Housing Needs; *Immigrants; Limited English Speaking; Social Services
IDENTIFIERS- Minnesota (Hennepin County); *Somalis

This study assessed the needs of Somali immigrant and refugee groups living in Hennepin County, Minnesota, and determined how those needs could be met. A series of focus groups were conducted with male and female Somalis of various ages. Organizations that served the Somali population completed surveys about their activities and services. Results of the focus groups and survey were used to determine how well the community's needs matched available services. Several published studies on the Somali community in Minnesota were reviewed to compare the needs of Somalis as identified by those studies with those identified in the focus group. In general, focus groups and published studies identified similar categories of problems but different specific problems under these categories. Participants in the focus groups, compared with the published studies, did not identify lack of social network, transportation, gender role reversals, or mental health as significant problems. Both Somali individuals and the organizations serving them identified housing, education, employment, and cultural support systems as primary concerns. Somalis identified family needs as important, but organizations did not. (Contains 3 figures, 15 tables, and 14 references.) (SM)

ED 464 983 UD 035 010

finance system will require a better-designed aid system, a required minimum level of contribution from all districts, and improved use of all resources. (SM)

ED 465 002 UD 035 050

Lewis, Anne
Add It Up: Using Research To Improve Education for Low-Income and Minority Students.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.; George Gund Foundation, Cleveland, OH.; Fannie Mae Foundation, Washington, DC.; Joyce Foundation, Chicago, IL.; Caroline and Sigmund Schott Foundation, Cambridge, MA.
PUB DATE- 01
NOTE- 71p.; Written in collaboration with Sandra Paik. Foreword by Judith Johnson. Also funded by Humanities Council of Washington, DC and the Akonadi Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Academic Standards; Accountability; Class Size; Cultural Pluralism; Diversity (Student); Early Childhood Education; Educational Change; Educational Environment; Elementary Secondary Education; *Equal Education; Evaluation Methods; Faculty Development; Grade Repetition; Language Minorities; Literacy Education; Low Achievement; *Low Income Groups; Mathematics Skills; *Minority Group Children; Parent Participation; Reading Skills; Student Evaluation; Teaching Skills; Thinking Skills

This guide explains how low-performing schools can become high-achieving ones, using information from studies of Title I schools. It presents practical ideas from these schools and communities as well as the research base behind their success. The nine chapters are (1) "Five Steps to a Good Start" (e.g., help parents understand how children's social and learning abilities develop); (2) "Four Steps for Setting the Course" (e.g., set academic success of all students as the school's mission); (3) "Five Ways To Serve Families and Thus Help Students Succeed" (e.g., use nontraditional forms of communication to reach out to parents); (4) "Five Ways To Assure Quality Teaching" (e.g., hold teachers responsible for student achievement); (5) "Four Essentials for Setting and Supporting High Standards" (e.g., create small learning environments); (6) "Six Ways to Tell If Your School Is Serious about Teaching Reading and Math" (e.g., emphasizing pre-reading skills in preschool and kindergarten); (7) "Five Steps to Using Assessment as an Effective Tool for Accountability" (e.g., use assessments to monitor the quality of instruction); (8) "Seven Steps To Assure Equity and Inclusion" (e.g., oppose both retention and social promotion); and (9) "Four Ways To Make Reforms Stick" (e.g., publicize progress). Tools, resources, and a glossary are appended. (SM)

ED 465 003 UD 035 051

Thompson, Charles L.; Cunningham, Elizabeth K.
The Lessons of Class Size Reduction. First in America Special Report.
SPONS. AGENCY- Z. Smith Reynolds Foundation, Inc., Winston-Salem, NC.
PUB DATE- 01

Turkish students attending a university in a small U.S. town. Data sources included interviews with the parents, and observations of their children. Highlighting differences between the Turkish students and other Turkish migrants, the study found that the most commonly mentioned characteristic of a good parent by the participants was sacrifice. Patience and mercy toward children were also mentioned. Hoping for a closer relationship with their children than they had with their parents, and parenting as mainly the reasonability of mothers were common threads among the participants. Important differences were found between families holding traditional values and families holding western values. Although these differences support the literature, it was argued that the explanation for these differences lies not in SES and parents' educational level, but rather in the differences in the families' interpretations of Islam and how they related to the values the families hold. The findings pose implications for future research into the role and influence on Islam in Turkish family life and parenting and the reasons for the absence of religion in such studies to date. (Contains 24 references.) (HTH)

ED 464 724 PS 030 335

Mapp, Karen L.
Having Their Say: Parents Describe How and Why They Are Involved in Their Children's Education.
PUB DATE- 02
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Low Income Groups; Outreach Programs; *Parent Attitudes; *Parent Participation; *Parent School Relationship; Parent Student Relationship; Parent Teacher Cooperation; *Parents; School Attitudes
IDENTIFIERS- Boston Public Schools MA

This study sought to identify factors that lead to successful educational partnerships between school staff and families. Parents of students in a Boston, Massachusetts K-5 school were interviewed about how and why they were involved in their children's education and what they believed were the factors that influenced their participation. Given that the "hard to reach" label is often bestowed on parents from urban, lower socioeconomic communities, the study was conducted at an urban school with a reputation of having a strong family partnership initiative and with parents who qualified for free or reduced priced lunch for their children. The stories told by the 18 parents interviewed strongly support the research stating that the majority of parents, regardless of race, ethnicity, or socioeconomic status are intensely interested in their children's education. Parents understood clearly that their involvement helped their children's educational development. Parents were involved in their children's education in ways not recognized by school staff with a narrow vision of what constitutes legitimate participation, capturing a wide range of activities taking place both at home and at school. Social factors emanating from the parents' own experiences and history influence their participation. A most important finding was that school factors, specifically those that are relational in nature, have a major impact on parents' involvement. When for stakeholders, parents, and students. Parents were surveyed regarding their perceptions of six aspects of parental involvement: (1) parent and school relations; (2) administrative leadership; (3) school climate; (4) school culture; (5) curriculum and instruction; and (6) the Louisiana Public School and District Accountability System (LPSDAS). Findings indicated that how parents perceived the administrative leadership of the school, the curriculum and instruction of the school, and the school climate best predicted a school's performance score. Schools with more favorable climates had higher school performance scores. There were no significant relationships between how parents perceived their involvement and academic achievement, the poverty level of the school, or the school's location (urban, suburban, or rural). White parents had more agreeable perceptions of the total involvement than did black parents. Parents without a high school diploma had less agreeable perceptions of their total involvement than parents within greater educational levels. Parents who had graduated from a four-year college or university had more agreeable perceptions of their total involvement than parents at other educational levels. Appended is the parent questionnaire and an explanation of the questionnaire coding. (Contains 35 references.) (KB)

ED 464 742 PS 030 365

Young, Susan; Gillen, Julia
Sharing the Initiative with 3-4 Year Old Children in Two Areas of Educational Research (Instrumental Music-Making and Telephone Discourse): Exploring Challenges and Rewards.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the British Educational Research Association (Cardiff, Wales, September 7-9, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Child Relationship; Cognitive Development; *Interpersonal Communication; Learning Theories; Musical Instruments; *Preschool Children; *Research Methodology; *Research Problems
IDENTIFIERS- *Deficit Theory; Instrumental Music; *Researcher Subject Relationship; Telephone Conversation

This paper explores the impact of limiting one's theoretical views of early childhood to deficit-based models on research designs in two areas: instrumental music-making and talking on telephones. Both research projects are described as involving populations of children in nursery school classes attached to primary schools. Both involved observation of children in independent, self-initiated activity (play with the telephone or musical instruments) and participation with the children on a one-to-one basis. Relevant equipment was placed in the nursery environment, and children were observed by regular visitors to the room. Key to the research methods and procedures used is the idea that researchers' attempts to ensure impartiality are likely to be more artificial and inhibiting to young children than they are to ensure participation. If children are allowed to initiate the research activity at its inception and retain a share of the initiative during the course of the researcher-subject exchange, children gain freedom to control its direction. When adults are responsive to children in the research process, children become

Cochran and Starr Niego); (7) "Parenting Competence" (Douglas M. Teti and Margo A. Candelaria); (8) "Maternal Deprivation" (Michael Rutter); (9) "Marital Relationships and Parenting" (John H. Grych); (10) "Marital Conflict, Repair, and Parenting" (Beverly J. Wilson and John M. Gottman); (11) "Parenting with a Sensory or Physical Disability" (Kathryn P. Meadow-Orlans); (12) "Parental Psychopathology" (Carolyn Zahn-Waxler), Sunita Duggal, and Reut Gruber); (13) "Substance Abuse and Parenting" (Linda C. Mayes and Sean D. Truman); (14) "Parenting and Child Maltreatment" (Sandra T. Azar); and (15) "Parent Education" (Camille Smith, Ruth Perou, and Catherine Lesesne). Author and subject indexes are also included. All chapters contain references. (HTH)

ED 464 760 PS 030 384

Bornstein, Marc H., Ed.
Handbook of Parenting. Volume 5: Practical Issues in Parenting. Second Edition.
PUB DATE- 02
NOTE- 507p.; For other volumes in this series, see PS 030 380-383.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Child Health; *Child Rearing; Cognitive Development; Community Role; Elementary Secondary Education; Family School Relationship; Mass Media Effects; Moral Development; *Parent Child Relationship; *Parenting Skills; *Parents; Peer Relationship; Social Development; Socialization; Stress Variables; Values

Concerned with practical aspects of meeting children's needs, this volume, the fifth of five on parenting, describes the nuts and bolts of parenting as well as the promotion of positive parenting practices. The volume consists of the following 19 chapters: (1) "The Ethics of Parenting" (Diana Baumrind and Ross A. Thompson; (2) "Parenting and Attachment" (E. Mark Cummings and Jennifer S. Cummings); (3) "Recent Developments in Our Understanding of Parenting: Bidirectional Effects, Causal Models, and the Search for Parsimony" (Gerald R. Patterson and Philip A. Fisher); (4) "Parenting and the Development of Children's Self Regulation" (Wendy S. Grolnick and Melanie Farkas); (5) "Parenting and Children's Prosocial and Moral Development" (Nancy Eisenberg and Carlos Valiente); (6) "Parental Socialization and Children's Acquisition of Values" (Joan E. Grusec); (7) "How Parents Can Maximize Children's Cognitive Abilities" (Wendy M. Williams and Robert J. Sternberg); (8) "Parenting Talented Children" (David Henry Feldman and Jan Piirto); (9) "Play in Parent-Child Interactions" (Catherine S. Tamis-LeMonda, Ina C. Uzgiris, and Marc H. Bornstein); (10) "Everyday Stresses and Parenting" (Keith Crnic and Christine Low); (11) "Parenting and the Development of Children's Peer Relationships" (Gary W. Ladd and Gregory S. Pettit); (12) "Health Promotion for Parents" (Barbara J. Tinsley, Charlotte N. Markey, Andrea J. Ericksen, Alan Kwasman, and Rebecca V. Ortiz); (13) "Parenting the Ill Child" (Barbara G. Melamed); (14) "Parenting in a Multimedia Society" (Aimee Dorr, Beth E. Rabin, and Sandra Irlen); (15) "Choosing Childcare for Young Children" (Alice Sterling Honig); (16) "Family, School, and Community Partnerships" (Joyce L. Epstein and Mavis G. Sanders); (17) "Parents and Their categories and more employment in civic occupations. While average household income was not markedly different across places with and without schools, income inequality and welfare dependence was lower in villages with schools. Although differences between places with and without schools were not as dramatic in larger rural communities, larger rural communities with schools ranked higher than communities without schools on virtually every indicator of social and economic well-being. This study shows that schools serve as important markers of social and economic viability and vitality, and that the money that might be saved through school consolidation could be forfeited in lost taxes, declining property values, and lost business. (Contains 21 references.) (TD)

ED 464 778 RC 023 488

Reynolds, David R.
Rural School Consolidation in Early Twentieth Century Iowa: Lessons for the Early Twenty-First Century.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the Wallace Family Conference on Gifted Education in Rural Schools (Iowa City, IA, May 18-19, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consolidated Schools; *Educational Change; Educational History; Elementary Secondary Education; *Gifted; Human Geography; Rural Areas; *Rural Schools; Rural Sociology; Rural Urban Differences; Small Towns; Social Change
IDENTIFIERS- *Country Life Movement; Iowa; Place Based Education; *Sense of Place

Rural school consolidation in Iowa in the early 20th century was not simply an attempt at educational reform, but was also an attempt to transform the rural social geography of the region. Since consolidation of corporate power had resulted in economic progress in the cities, it was thought that re-centering rural life around country towns could help diffuse that progress to rural areas. The consolidated school would introduce methods of scientific agriculture and modern business practices and would prepare farm children for the urban industrial jobs that many of them would fill as the number of farmers dwindled. School consolidation in Iowa during this period failed because rural Iowans felt that the loss of a country school ensured the demise of the rural neighborhood and that consolidation simply delivered education in a different, not necessarily better, manner. This is relevant to today's situation in that to obtain the necessary public support and be successful educationally, programs in gifted education should help forge a re-connection between rural schools and the place-based communities they serve. Opportunities should be provided for gifted students to exercise their talents in ways that integrate them into their home communities. Even in the age of telecommunications, the concept of school as a place where people learn about themselves in relation to their community retains its relevance. In seeking ways of serving gifted students, the kind of place the rural school is and what kind of place it could become should be rethought. (TD)

ED 464 779 RC 023 489

First Nations, Metis and Inuit Education Policy Framework.

Breckinridge organized the Frontier Nursing Service in Wendover, Kentucky, to meet the health needs of rural women and children. Breckinridge had become acquainted with nurse-midwives in France and Great Britain during World War I and later attended classes in London. She brought trained midwives from England, who made prenatal home visits on foot or horse. In 1939 the Frontier Nursing Service started the Frontier School of Midwifery and Family Nursing, which still exists today. It is estimated that a quarter of all certified American nurse-midwives graduated from the Frontier School. In 1989 the school began offering a national distance-learning program to make it easier for nurses in small towns and rural areas to become nurse-midwives. This paper includes anecdotes about Appalachian lay-midwives and "granny women" and traditional birth customs. Definitions of the different types of midwives and birth attendants and their training are provided. (Contains 18 references.) (SV)

ED 464 796 RC 023 531

Wallace, Lisa A.; Diekroger, Diane K.
"The ABCs in Appalachia": A Descriptive View of Perceptions of Higher Education in Appalachian Culture.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Conference of the Women of Appalachia: Their Heritage and Accomplishments (2nd, Zanesville, OH, October 26-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Cultural Influences; *Educational Attitudes; Family Influence; *Higher Education; *Negative Attitudes; Peer Influence; *Student Experience
IDENTIFIERS- *Appalachia; Appalachian Culture; Rural Culture

This paper examines the negative messages that Appalachian students receive about pursuing a college education. Appalachian culture has traditionally valued loyalty to family and community, hard work, self-reliance, strong sense of religion, and resistance to change. While most of these values seem positive, they may be a factor in perpetuating negative perceptions of higher education. A survey was completed by 127 students at 3 colleges in southern Ohio and eastern Kentucky; 91 respondents were considered to be Appalachian and had lived in Appalachia from birth to age 11. The results indicate that Appalachian students had been exposed to discouraging messages regarding the pursuit of higher education. Half of Appalachian students reported being expected to do extra work that kept them from their schoolwork. Other frequent responses included being accused of "acting better" than others who did not attend college, being ignored when talking about college experiences, being told to not waste time on college, receiving dirty looks when talking about college, and being told that they would never complete a degree. Among the other findings: half of reported messages came from family members; women were much more likely than men to receive discouraging messages; Appalachian respondents tended toward internal locus of control; and discouraging messages have not decreased in recent years. (Contains 30 references and the survey questionnaire.) (SV)

ED 464 797 RC 023 537

Delgado-Gaitan, Concha

curriculum, Constructivist Rationale and Teaching Model, designed by the researcher to the first grade teachers. Then they cooperatively designed teaching schemes, implemented them, and reflected the problems they encountered in their classes. It was a cyclic and continuous process lasting for 1 year. Data from classroom teaching, teacher interviews, student interviews, group discussion, and related documents were collected and analyzed. The findings indicated that the three first grade teachers adopted the new teaching model and tried to modify it. They showed the teaching behaviors suggested and built a more positive learning climate. In addition to the intervention curriculum and the leader teacher, personal and contextual factors influenced teaching beliefs, content knowledge and concern, and autonomy. Time, school culture and leadership, and extra examination were perceived contextual limitations. (Contains 21 references.) (Author/YDS)

ED 464 818 SE 066 088

Open Wide and Trek Inside. Grades 1-2. NIH Curriculum Supplement Series.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, MD. Office of Science Education.
PUB DATE- 00
NOTE- 288p.; Produced in collaboration with NIH National Institute of Dental and Craniofacial Research. Accompanying CD-ROM not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; *Dental Health; *Health Education; Inquiry; *Lesson Plans; Primary Education; *Science Activities

This document, an inquiry-based curriculum supplement that includes materials for both teachers and students, is designed to develop an understanding among students about oral health. Contents include: (1) "About the National Institutes of Health"; (2) "About the National Institute of Dental and Craniofacial Research"; (3) "Introduction to Open Wide and Trek Inside"; (4) "Implementing the Module"; (5) "Using the CD-ROM"; (6) "Using the Student Lessons"; and (7) "Student Lessons". Lesson plans include: (1) "What Do Mouths Do?"; (2) "Open Wide! What's Inside?"; (3) "Let's Investigate Tooth Decay!"; (4) "What Lives Inside Your Mouth?"; (5) "What Keeps Your Mouth Healthy?"; and (6) "What Have You Learned about the Mouth?" This curriculum supplement contains several activities that can be used in sequence or as individual activities designed to fit into 45 minutes of classroom time. The printed version may be used in isolation or in conjunction with the CD-ROM, which offers video clips, animations, simulations, and interactive games relating to the lesson material presented in the text. Also included in the document are: Additional Resources for Teachers; a Glossary; Masters; and Masters in Spanish. (Contains 13 references.) (YDS)

ED 464 819 SE 066 092

Fortner, Rosanne W.
The Right Tools for the Job: How Can Aquatic Resource Education Succeed in the Classroom?
PUB DATE- 01
NOTE- 13p.; In: Defining Best Practices in Boating, Fishing, and Stewardship Education; see ED 463 933.

inventory, Attitudes Toward Mathematics Instrument. Subjects were 803 bilingual, middle and high school students. The data were analyzed using a multivariate factorial model with four factors of Mathematics Attitudes as dependent variables (self-confidence, value, motivation, and enjoyment of mathematics) and three independent variables (gender, math achievement, and grade level). A two-way significant interaction of achievement by grade level was found. The interaction was found to be significant for value, motivation, and enjoyment of mathematics at all grade levels. "A" students scored higher than all other students on the 3 factors from 7th through 10th grade and in motivation in students in 11th and 12th grade. For value, failing students were lowest in 7th through 10th grade. A similar relationship of letter grade to motivation was found in the hierarchy for "B" to "D" students in 7th and 8th grade. For enjoyment, failing students were lowest in 7th and 8th grade, "B" and "C" students scored higher than "D" and "F" students in 9th and 10th grade, and "A" and "B" students were highest in 11th and 12th grade. (Contains 30 references.) (Author/MM)

ED 464 839 SE 066 126

Kariuki, Patrick; Page, Lana
The Relationship between Social Promotion in the Middle School and Academic Achievement in a High School Math Class.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; High Schools; Mathematics Education; Middle Schools; Social Promotion

The purpose of this study was to determine the relationship between social promotion in the middle school and academic achievement in the high school math class. The sample consisted of 30 seniors from a Northeast Tennessee high school who were promoted without mastery in the middle school. Their academic achievement in the high school math class was recorded. The relationship between social promotion and mathematical academic achievement was analyzed using Pearson product moment correlation. Similarly, the relationship between math academic achievement and overall high school academic achievement was analyzed using the Pearson product moment correlation. The difference in male and female mathematical academic achievement was analyzed using an independent t-test. Also, the difference between the number of times a student was promoted in the middle school and mathematical achievement was analyzed using t-test for paired sample means. The results indicated a significant negative correlation between social promotion and high school math academic achievement. A strong correlation existed between math academic achievement and overall academic achievement at the high school level. There was no significant difference between the mathematical academic achievement of males and females. Also, no significant difference was found between the number of times a student was promoted in middle school to high school math achievement. The study suggests that students who are socially promoted in middle school perform poorly in high school math classes. (Contains 16 references.) (Author/MM)

ED 464 840 SE 066 130

representation. (BT)

ED 464 859 SO 033 798

Kittlaus, Jennifer, Ed.; Bliss, Pam, Ed.
Religious Freedom in America.
PUB DATE- 01
NOTE- 33p.; Published three times each year. Theme issue.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Attitude Measures; *Court Litigation; Debate; Educational Vouchers; Law Related Education; *Religion; *Religious Cultural Groups; Social Environment; Social Studies
IDENTIFIERS- Congress; First Amendment; Historical Background; *Religious Freedom; Religious Practices; Supreme Court

This magazine aims to help high school teachers of civics, government, history, law, and law-related education program developers educate students about legal issues. This issue focuses on religious freedom in the United States. It contains 11 articles: (1) "Government-Religion Relations in Historical Perspective" (C. Cookson) discusses how differing views of order in colonial, 19th century, and modern times have formed the basis of the relationship between civil authority and religion; (2) "Religious Minorities and the Pressures of Americanization" (E. M. Mazur) discusses how Jehovah's Witnesses, Mormons, and Native Americans make choices within the U.S. constitutional order; (3) "A Variety of Attitudes toward Church-State Relations" (T. G. Jelen; C. Wilcox) presents the findings of a study suggesting that views of church-state relations in the United States are more complex than previously believed; (4) "Debate: Are Publicly Funded School Voucher Systems Constitutional or Not?" presents "Pro: A Case for Including Religiously Affiliated Schools in Publicly Funded Voucher Systems" (T. S. Collett) and "Con: The Inclusion of Religious Schools in Public Voucher Systems Is Unconstitutional" (C. Dubnoff); (5) "Students in Action" discusses debating church-state and related free speech issues, established churches in colonial times, the establishment clause, religious freedom and today's religious minorities, and the Santa Fe (New Mexico) school prayer or free speech case; (6) "Learning Gateways" provides a lesson plan and student activities; (7) "Supreme Court Roundup" (C. F. Williams) discusses two Fourth Amendment cases the Court takes up during the current term; (8) "News from Capitol Hill" (K. F. Fenske) reviews issues facing the 107th Congress; (9) "Teaching with the News" (W. B. Lewis; C. F. Williams) discusses what the law says about Internet filtering; and (10) "Media Specialist's Corner" (M. Kayaian) offers resource lists dealing with the journal's theme. (BT)

ED 464 860 SO 033 799

Abbey, Cherie D., Ed.
Biography Today: Profiles of People of Interest to Young Readers. General Series.
PUB DATE- 02
NOTE- 181p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - General (130)
DESCRIPTORS- Adolescent Literature; *Biographies; Intermediate Grades; *Profiles; Readability; Secondary Education

NOTE- 385p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Developing Nations; *Educational Development; *Educational Research; Foreign Countries; Resource Materials
IDENTIFIERS- Development Education; *Educational Issues; India

The Northeast region of India has a distinct geophysical structure and concomitant socio-economic development. New educational development initiatives for Northeastern states include bridging gaps in basic minimum services, enhancing teachers training facilities, and preparing state specific holistic plans. This annotated bibliography represents the first bibliography of educational research in Northeast India. It aims to be a useful resource to research scholars, planners, administrators, policymakers, and others concerned with educational development in Northeast India. It covers the following subjects: Admission; Adult Education; Aesthetic Education; Aided Schools; Alternative Schooling; Christian Education; Class Management; Computer Education; Creativity; Curriculum; Distance Education; Dropouts; Educational Achievement; Educational Administration; Educational Development; Educational Evaluation; Educational Finance; Educational Leadership; Educational Psychology; Educational Quality; Educational Sociology; Educational Supervision; Educational Survey; Educational System; Educational Technology; Employment; English Teaching; Enrollment; Examination; Failure; Gifted Children; Girls Education; Higher Education; History of Education; Home Work; In-Service Teacher Education; Intelligence Test; Job Satisfaction; Literacy; Mathematics Teaching; Medium of Instruction; Microteaching; Mid-Day Meal; National Integration; Non-Formal Education; Operation Blackboard; Physical Education; Physical Facilities; Population Education; Pre-Primary Education; Primary Education; Remedial Teaching; Scheduled Castes and Scheduled Tribes Education; Scholarship; School Community Relationship; School Complex; School Education; School Environment; School Libraries; School Management; School Upgradation; Science Education; Secondary Education; Sports; State Council of Educational Research/Training; Student Achievement; Student Activities; Student Attitudes; Student Movements; Student Socialization; Student Problems; Study Habits; Tea Garden Labourers; Teacher Education; Teacher Problems; Teacher Status; Teacher Training; Teaching Aids; Technical Education; Television; Textbooks; Training Needs; Tribal Education; University Administration; Value Education; Village Education Committee; Vocabulary; Vocational Education; Women Education; and Working Mothers. (Contains a name index, subject index, and regional index.) (BT)

ED 464 881 SO 033 838

Replacement Migration: Is It a Solution to Declining and Ageing Populations?
PUB DATE- 01
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Birth Rate; Demography; Developed Nations; Foreign Countries; Human Geography; *Migration; *Population Trends; Social Science Research; *World Problems
IDENTIFIERS- *Declining Population; Europe; European Union;

shown in the program design. Grade-specific outcomes for each curriculum organizer can be found in the program of studies, which is available at schools or via the Alberta Learning Web site. The program is outcomes-based and focuses on what students learn rather than what teachers teach. This publication explains what the new physical education program is all about, what a quality physical education program in schools looks like, and key components of the K-12 physical education program (active living; outcomes-based approach; knowledge, skills, and attitudes interrelated and interdependent; dimensions of categories; and student assessment). It concludes with resources available to support implementation and implementation questions to consider. A form for evaluating this publication is attached. (SM)

ED 464 902 SP 040 709

Glassford, Jeanine; Jordan, Dave
Physical Education Resource Guide: Kindergarten to Grade 12. ABCD's of Physical Education.
PUB DATE- 02
NOTE- 229p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Comprehensive School Health Education; Elementary Secondary Education; Foreign Countries; *Health Promotion; *Life Style; *Physical Education
IDENTIFIERS- Alberta

This guide identifies resources that can support program planning for implementation of the Physical Education Program of Studies, Kindergarten to Grade 12, Alberta, Canada. The program is indented to enable individuals to develop the knowledge, skills, and attitudes necessary to lead an active, healthy lifestyle. The program emphasizes active living with a focus on physical activity that is valued and integrated into daily life. This guide provides a comprehensive listing of local, provincial, and national agencies and associations and their resources as well as Alberta Learning resources. Section 1 lists agencies and sport/physical activity associations, including the resources or services that these groups have available. Section 2 lists the titles of the Alberta Learning authorized resources, the general outcomes, and curriculum organizers that these resources most closely align with. Section 3 lists the annotations and information about where to purchase Alberta Learning authorized resources. (SM)

ED 464 903 SP 040 710

Teaching for the Prevention of Fetal Alcohol Spectrum Disorder (FASD): Grades 1-12. A Resource for Teachers of Health and Life Skills, and Career and Life Management.
PUB DATE- 02
NOTE- 196p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Comprehensive School Health Education; *Decision Making; Drinking; Elementary Secondary Education; *Fetal

*Expectation; Higher Education; *Outcomes of Education

This paper presents findings on key knowledge and skills for university success generated by Standards for Success, a collaborative research project. A series of 8 meetings at major universities involving approximately 400 total participants engaged faculty and staff in activities designed to determine what freshmen must do in entry-level college courses to be successful. The focus was university success, not high school preparation. Results are presented in two frameworks: as outcome statements that summarize the results of the process, and as analysis of the process with implications for organizational functioning and systems alignment. These two focal points provide insight into the ways in which university faculty conceptualize the key prerequisite skills students need in their classes, the gap between high school preparation and university expectation, and the challenge of aligning educational systems between high school and college. One appendix contains the developed key knowledge and skills for English, and the other contains the narrative summary of key points for English and identified key knowledge and skills for mathematics. (SLD)

ED 464 923 TM 033 853

Suri, Harsh
Essential Features of Methodologically Inclusive Research Syntheses.
PUB DATE- 02
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; Meta Analysis; Models; *Research Methodology; *Synthesis

Contemporary educational research is marked by diversity, complexity, and richness of purposes, methods, and perspectives. A framework, the Methodologically Inclusive Research Synthesis (MIRS), has been developed to offer a set of guidelines to facilitate informed choices at the critical decision points of any research synthesis process. The MIRS perspective has been developed on the premise/observation that methods of primary research and research synthesis hold a reflexive relationship. A dialectic tension exists between the methods of primary research and research synthesis where methodological developments at either level influence methodological developments at the other level. This tension is illustrated in the award-winning article "A Critical Analysis of the Research on Learning To Teach: Making the Case for an Ecological Perspective on Inquiry" (M. Wideen, J. Mayer-Smith, and B. Moon) which appeared in "Review of Educational Research" volume 68, number 2. This paper describes the essence of the MIRS framework by drawing illustrations from this article. (Contains 14 references.) (SLD)

ED 464 924 TM 034 156

Frauenholtz, Todd
College Instructors' Evaluation of Students: Thoughts on the Student Evaluation Standards.
PUB DATE- 02

were closer together in value and predicted course outcomes in the other half more accurately. These differences were most pronounced with small samples. It is concluded that the sample size requirements could be substantially reduced if hierarchical logistic regression were used to estimate cutoff scores. (Contains 2 tables, 7 figures, and 28 references.) (SLD)

ED 464 943 TM 033 874

Haught, Patricia A.; Walls, Richard T.
Adult Learners: Relationships of Reading, MCAT, and USMLE Step 1 Test Results for Medical Students.
PUB DATE- 02
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Adult Students; Higher Education; *Licensing Examinations (Professions); Medical Education; *Medical Students; Prediction; *Reading Achievement; Reading Tests; Scores
IDENTIFIERS- *Medical College Admission Test; Nelson Denny Reading Tests; *United States Medical Licensing Examination

This study examined the possible relationship between scores on the Nelson-Denny Reading Test (current forms G and H) and performance on the Medical College Admissions Test (MCAT) and the United States Medical Licensing Examination (USMLE) Step 1 examination scores. Participants were 730 medical students at a mid-Atlantic university, and for 572 of these students, MCAT scores were also available. All four Nelson-Denny Reading Test variables (Vocabulary, Comprehension, Total Score, and Reading Rate) were positively correlated with the MCAT verbal reasoning score. Nelson-Denny Vocabulary and Total Scores were positively correlated with the USMLE Step 1 score, but the Nelson-Denny Comprehension score was not significantly related to the USMLE Step 1 score. MCAT scores have been shown to be correlated with USMLE scores. Results suggest that medical schools should consider using an index of reading to predict applicants who will achieve success in medical school. (Contains 15 references.) (SLD)

ED 464 944 TM 033 875

King, Jason E.
Bootstrapping Confidence Intervals for Robust Measures of Association.
PUB DATE- 02
NOTE- 41p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February 14-16, 2002). Based on the author's Doctoral Dissertation, Texas A&M University, 2000.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; Monte Carlo Methods; *Robustness (Statistics); Simulation
IDENTIFIERS- *Bootstrap Methods; *Confidence Intervals (Statistics); Measures of Association

A Monte Carlo simulation study was conducted to determine the bootstrap correction formula yielding the most accurate reliability for both speaking and writing, it would be more cost efficient to increase the number of tasks rather than the number of ratings per task. Beyond five or six tasks, there would be a diminishing return for increasing the number of tasks. (Contains 5 tables, 6 figures, and 12 references.) (SLD)

ED 464 963 TM 033 894

Lee, Yong-Won; Breland, Hunter; Muraki, Eiji
Comparability of TOEFL CBT Essay Prompts for Different Native Language Groups.
PUB DATE- 02
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 2-4, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Testing; English (Second Language); *Essay Tests; *Item Bias; Language Minorities; Second Language Learning
IDENTIFIERS- Europeans; Logistic Regression; Nonnative Speakers; *Test of English as a Foreign Language; *Writing Prompts

Since the writing section of the Test of English as a Foreign Language (TOEFL) computer based test (CBT) is a single-prompt essay test, it is very important to ensure that each prompt is as fair as possible to any subgroups of examinees, such as those with different native language backgrounds. A particular topic of interest in this study is the question of whether the examinees of non-Indo-European native language backgrounds can be unduly disadvantaged on some essay prompts compared to those of European language backgrounds. A total of 81 TOEFL CBT writing prompts (262,034 essays) introduced from July 1998 through July 2000 were examined for essay prompt differential item functioning (DIF). The English language ability (ELA) variable was created by summing the standardized TOEFL Reading, Listening, and Structure scores and used to match examinees in the East Asian (Chinese, Japanese, and Korean) and European (German, French, and Spanish) native language groups. A three-step logistic regression modeling procedure for polytomous items was used to examine both the uniform and nonuniform effects of the native languages on the essay scores. Mean ELA, raw essay, and residual-based effect sizes were also computed for each prompt. Although approximately one-third of the prompts analyzed had statistically significant group differences (p=0.05), the R squared effect size was too small for any prompt to be classified as having a group effect. An appendix describes the derivation of the logistic regression model used. (Contains 5 tables, 4 figures, and 29 references.) (Author/SLD)

ED 464 964 TM 033 895

Lee, Yong-Won; Kantor, Robert; Mollaun, Pam
Score Reliability as an Essential Prerequisite for Validating New Writing and Speaking Tasks for TOEFL.
PUB DATE- 02
NOTE- 17p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (Salt Lake City, UT, April 9-13, 2002). For a related paper from the same authors, see TM 033 893.
LANGUAGE- English

Smith, Stephanie M.; Thomases, Jean G.
CBO Schools: Profiles in Transformational Education.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 01
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Charter Schools; Culturally Relevant Education; Diversity (Student); Educational Environment; High Risk Students; High School Students; High Schools; *School Community Relationship; Urban Schools
IDENTIFIERS- *Community Based Organizations; Student Support Services

This study collected information on 11 community-based organization (CBO) schools that had solid reputations for helping young people. These schools focused on youth who had been unsuccessful in mainstream schools to become engaged, challenged, and supported so they could succeed educationally and change their lives and communities. All 11 schools had public access and support, operation by a CBO, and an academic program that culminated in a high school diploma. Individually, the schools provided specific examples of a variety of approaches. The CBOs that operated these schools had long histories of commitment and service to their communities' youth. Data from site visits and interviews indicated that students attending CBO schools were looking for a personalized, supportive, and engaging school environment where they could obtain the knowledge and skills to succeed as individuals and community members. CBOs shared five common areas high and comprehensive standards, relevant and diverse learning opportunities, personalized and flexible learning environments, supports and services for effective learning, and opportunities to contribute. Recommendations to maximize the potential of CBO schools include increasing access to resources, strengthening CBO schools, and connecting CBO schools to public high school system reform. (SM)

ED 464 984 UD 035 011

Berends, Mark; Chun, JoAn; Schuyler, Gina; Stockly, Sue; Briggs, R. J.
Challenges of Conflicting School Reforms: Effects of New American Schools in a High-Poverty District.
SPONS. AGENCY- Ford Foundation, New York, NY. Education and Research Div.
PUB DATE- 02
NOTE- 188p.; Supported by New American Schools.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Classroom Environment; *Educational Change; Faculty Development; Grade 4; Intermediate Grades; *Poverty; School Districts; Teacher Attitudes; Urban Schools
IDENTIFIERS- *New American Schools; Reform Efforts; Texas (San Antonio)

This study compared New American Schools (NAS) classrooms to non-NAS classrooms in the high poverty San Antonio, Texas, school district. NAS promoted whole-school reform to address lagging achievement and lackluster school reform attempts that produced little meaningful change. The study investigated whether NAS designs extended beyond changes in school organization and

NOTE- 8p.; For the 2000 Progress Report, see UD 035 052. For the 2001 Progress Report, see UD 035 053.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Class Size; Educational Change; Educational Finance; Educational Research; Elementary Secondary Education; *Low Income Groups; *Minority Group Children; *Small Classes; Teacher Competencies; Teacher Shortage
IDENTIFIERS- California; *North Carolina; Wisconsin

This report summarizes research on the effects of class size reduction, outlines lessons learned from large-scale class size reduction initiatives in California and Wisconsin, and draws out implications of the research and lessons for class size reduction in North Carolina. The evidence that smaller classes promote increased learning is strongest in grades K-3. The longer students are in small classes, the more they benefit. Small classes help minority and low-income students the most. Teachers in smaller classes give students more individual attention and have fewer discipline problems. Though research in California and Wisconsin has found positive results of small class size, the states faced several barriers to reducing class size, including a shortage of high quality teachers; lack of adequate facilities, equipment, and materials; and lack of sufficient funding. Though North Carolina faces similar problems, it has undertaken such steps as scholarships for prospective teachers, alternative teacher certification, funding for additional teachers, an aggressive reduction program for the lowest-performing and highest poverty schools, and an outside evaluation of the effectiveness of class size reduction initiatives. (Contains 25 references.) (SM)

ED 465 004 UD 035 052

Thompson, Charles L., Ed.; Cunningham, Elizabeth Kolb, Ed.
A Goal for North Carolina's Schools. First in America 2000 Progress Report.
PUB DATE- 00
NOTE- 139p.; For the 2001 Special Report, see UD 035 051. For the 2001 Progress Report, see UD 035 053. Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Administrator Role; Day Care; *Educational Environment; *Educational Quality; Elementary Secondary Education; Family School Relationship; Health Promotion; Public Schools; *School Community Relationship; *School Readiness; School Safety; *Teacher Competencies; Teaching Skills
IDENTIFIERS- Access to Health Care; Administrator Competencies; *North Carolina

This first annual report details North Carolina's performance and progress in five areas of its First in America goals: high student performance (every student in school and making strong progress, every graduate ready for college and work, and every school accountable for student learning); every child ready to learn (every child with access to quality child care, every parent a good first teacher, and every child ready to begin school); safe, orderly, and caring schools (every school free of drugs, weapons, and disruption; every school with adequate facilities and materials; every student known and cared for; and every family welcomed); quality teachers and administrators school staff engage in caring and trustful relationships with parents that recognize parents as partners, parents are more willing to be involved. Parents described a process whereby such relationships are formed: the school community welcomes parents into the school, honors their participation, and connects with parents through a focus on the children and their learning. The findings pose implications for practice, dispelling the myth that parents of different ethnic or socioeconomic backgrounds do not care, and suggesting that school personnel recognize various forms of family involvement and understand the school's role in cultivating family engagement. (Contains 40 references.) (HTH)

ED 464 725   PS 030 336

Haenn, Joseph F.
Class Size and Student Success: Comparing the Results of Five Elementary Schools Using Small Class Sizes.
PUB DATE- 02
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Class Size; Comparative Analysis; Elementary Education; *Outcomes of Education; Parent Attitudes; Teacher Attitudes
IDENTIFIERS- Durham City School District NC

Three "Lab" schools were established in 1994-1995 in Durham, North Carolina public schools solely to provide smaller classes for disadvantaged inner-city students. In addition, smaller class sizes were achieved in two additional elementary schools by "cashing in" teacher aides and other more judicious use of available funds. These two schools were used as a comparison group in a study to determine the effects of smaller class size on achievement; students matched on appropriate test scores from other Durham schools were used as a control group. Focus groups were conducted with staff and parents at the three Lab schools to find out what they thought were optimal class sizes and the advantages of smaller classes for students. Test data used to analyze the relationship between class size and academic performance at all five schools included: (1) assessments from Marie Clay's Observation Survey; (2) the Developmental Reading Assessment; and (3) North Carolina End-of-Grade Test scores. State standards call for class sizes of 23 students for K-2 grades, and 26 for grades 3-5. The average class size for the Lab schools ranged from 14 to 21 for K-2 and from 11 to 22.5 for grades 3-5. The average class size for the comparison schools ranged from 13.9 to 20-3 for K-2 grades, and from 14.3 to 20.3 for grades 3-5. When asked what class size was "just right," responses from school staff ranged from 16-21 students; in contrast parent responses ranged from 10-19. Students in Lab schools had higher test gain scores than students in the comparison and control groups for Kindergarten, and for first and fourth grades. Students in the Lab and comparison groups had higher test gain scores than students in the control groups for Kindergarten and second grade. Alternatively, students in the control group had higher gain scores than those in the Lab and comparison schools for third and fifth grades. These findings suggest that smaller class sizes produce the largest and most consistent test gains among disadvantaged children in the earlier grades (K-2).

more confident and demonstrate capabilities which might be masked by other research strategies. The paper contends that sharing the initiative and maintaining sensitivity in turn-taking practices is especially important to the emergence of partial understandings. Excerpts from a key passage of data from child-researcher interaction for each field of investigation are discussed to illustrate main points. (Contains 35 references.) (KB)

ED 464 743 PS 030 366

Urrutia, Minerva Roman
Grandmothers as Surrogate Parents.
PUB DATE- 02
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Family Characteristics; Family Environment; *Family Needs; Family School Relationship; *Grandparents; *Grandparents Raising Grandchildren; Parent Child Relationship; *Student Problems; Substance Abuse
IDENTIFIERS- Family Support; *Grandparent Attitudes; Grandparent Role

The purpose of this study was to investigate the lives of eight grandmothers in primary caregiving roles. The grandmothers were African American or multiracial, with one from Belize of African descent, all caring for grandchildren. The findings of eight 1-hour interviews coupled with demographic surveys yielded the following information: The majority of the children cared for had been abused, neglected, and/or abandoned by their parents due to the crack-cocaine epidemic. Most of the children had been, or would have been wards of the state had these grandmothers not rescued them. These caregivers often had two to five grandchildren within the same household, who evidenced crack-cocaine symptomatology. In procuring specialized services for said children, and in providing daily care, these grandmothers face an inordinate amount of socio-environmental stressors that place them at risk in their caregiving capacity. The numbers of grandmothers currently serving as surrogate parents to grandchildren and great-grandchildren is steadily increasing. Educational institutions need to be aware and mindful of the needs of this unique family constellation, and design preventive/comprehensive programs within this environment to address those needs. (Contains 24 references.) (Author/HTH)

ED 464 744 PS 030 367

Gillen, Julia; Young, Susan
Participatory Research with Young Children: Engagements in Dialogue by Instrumental Music-Making and Telephone Talk.
PUB DATE- 00
NOTE- 16p.; This paper was presented at the European Conference on Quality in Early Childhood Education (EECERA) (10th, London, England, August 29-September 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Child Relationship; Cognitive Development; *Data Collection; *Interpersonal Communication; Learning Theories; Musical Instruments; Power Structure; *Preschool Children; *Research Methodology; Research Problems

Children's Doctors" (Gerald B. Hickson and Ellen W. Clayton); (18) "Parenting and the Law" (Pauline M. Pagliocca, Gary B. Melton, Phillip M. Lyons, Jr., and Victoria Weisz); and (19) "Parenting and Public Policy" (James Barbarino, Joseph A. Vorrasi, and Kathleen Kostelny). Author and subject indexes are also included. All of the chapters contain references. (HTH)

ED 464 761 PS 030 400

Katz, Lilian G., Ed.; Rothenberg, Dianne, Ed.
Early Childhood Research & Practice: An Internet Journal on the Development, Care, and Education of Young Children, Spring 2002.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 184p.; For individual papers, see PS 030 401-407. Published biannually. For the fall 2001 edition, see ED 458 039.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-tne-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Annotated Bibliographies; Cognitive Development; *Day Care; Demography; *Early Childhood Education; *Electronic Journals; Mathematical Concepts; Models; Montessori Method; *Preschool Curriculum; *Reggio Emilia Approach; Teacher Attitudes; Teaching Methods
IDENTIFIERS- Project Approach (Katz and Chard); Waldorf Schools

Early Childhood Research and Practice (ECRP), a peer-reviewed, Internet-only journal sponsored by the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE), covers topics related to the development, care, and education of children from birth to approximately age 8. The journal emphasizes articles reporting on practice-related research and on issues related to practice, parent participation, and policy. Also included are articles and essays that present opinions and reflections. The first part of this issue of ECRP contains the following major articles on research and practice: (1) "Moving up the Grades: Relationship between Preschool Model and Later School Success" (Rebecca A. Marcon); (2) "The Role of Pretend Play in Children's Cognitive Development" (Doris Bergen); (3) "Learning To Guide Preschool Children's Mathematical Understanding: A Teacher's Professional Growth" (Anna Kirova and Ambika Bhargava); and (4) "Demographic Characteristics of Early Childhood Teachers and Structural Elements of Early Care and Education in the United States" (Gitanjali Saluja, Diane M. Early, and Richard M. Clifford). The second part presents the following observations and reflections: (1) "Three Approaches from Europe: Waldorf, Montessori, and Reggio Emilia" (Carolyn Pope Edwards). Two additional feature articles focus on child care and the Project Approach: (1) "Keeping Current in Child Care Research--Annotated Bibliography: An Update" (Deborah Ceglowski and Cara Bacigalupa); and (2) "Faces to the Window: The Construction Project" (Julia H. Berry & Elizabeth H. Allen). The journal concludes with a description of new ERIC/EECE publications and activities, along with general information and links related to the journal. (HTH)

ED 464 762 PS 030 401

Marcon, Rebecca A.
Moving up the Grades: Relationship between Preschool Model and Later School Success.

PUB DATE- 02
NOTE- 166p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; *Canada Natives; Educational Cooperation; *Educational Objectives; *Educational Strategies; Elementary Secondary Education; Equal Education; Eskimos; *Federal Indian Relationship; Foreign Countries; Higher Education; Metis (People); *Policy Formation
IDENTIFIERS- *Alberta

This document is the product of a review of the 1987 Native Education Policy in Alberta, Canada. This review reflects the collective voice of over 5,000 participants in an Alberta-wide consultation process. Community input was received through contracts with First Nations and Metis authorities, consultations with education stakeholders and other Albertans, and a comparative review of Aboriginal education research and initiatives in other jurisdictions. The goals of the policy framework are designed to support First Nations, Metis, and Inuit learners, aiming for: (1) high quality learning opportunities that are responsive, flexible, accessible, and affordable to the learner; (2) excellence in learner achievement; (3) preparation of learners for participation in postsecondary studies and the labor market; (4) effective working relationships; and (5) a highly responsive and responsible ministry. In working towards these goals, Alberta Learning commits to being transparent, inclusive, innovative, learner-centered, equity focused, and responsive. Strategies for implementing each goal are presented, as are performance measures. Appendices A-B list Aboriginal education initiatives carried out by Alberta Learning from 1987 to 2001, and provide some demographic background on Alberta's Aboriginal population. Appendices C-E contain Alberta's Aboriginal policy framework, a report from the Native Education Policy Review Advisory Committee on strategies and priority actions that require further consideration, and an overview of Aboriginal education initiatives in other provincial and international jurisdictions. (Appendix F contains 64 references.) (TD)

ED 464 780 RC 023 502

Coady, David; Dai, Xinyi; Wang, Limin
Community Programs and Women's Participation: The Chinese Experience. Working Paper.
PUB DATE- 01
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Community Development; *Community Programs; *Family Income; Foreign Countries; Human Capital; Public Policy; Rural Areas; *Rural Extension; *Rural Women; Sex Bias; *Social Attitudes; Social Capital; *Womens Education
IDENTIFIERS- *China

A community development program in rural China aimed to enhance women's economic and social opportunities as a means of lowering fertility rates. The program involved agricultural seminars and extension services, organized cultural and entertainment activities, and political meetings. Village leaders took part in seminars on community development, women's participation, and their impact on women's fertility attitudes.

The Power of Community: Mobilizing for Family and Schooling. Immigration and the Transnational Experience.
PUB DATE- 01
NOTE- 218p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Advocacy; Bilingual Education; *Community Action; Elementary Secondary Education; Ethnography; Family School Relationship; *Immigrants; *Mexican American Education; Mexican Americans; *Parent Associations; *Parent Empowerment; Parent Participation; Parent Student Relationship; School Community Relationship; Social Support Groups
IDENTIFIERS- *California (Carpinteria); Cultural Brokers; *Latinos

This book presents an ethnography of community efforts in Carpinteria, California, to bridge ethnic differences, empower parents, and improve education for the town's diverse student population. Located on the central California coast south of Santa Barbara, Carpinteria has been home to generations of Mexican immigrants and their children. Over the past 15 years, a Latino parent organization, Comite de Padres Latinos/Committee of Latino Parents (COPLA), has become a formal agency through which Latinos can navigate the school system and advocate for their children's education. However, rather than focusing on the structure and merits of the organization, this book spotlights the individuals and families involved in COPLA. Many of these people are Spanish-speaking immigrants from Mexico, but their story encompasses a much wider community, including Latinos whose families have been in the United States for generations and European-Americans. Chapters detail the values and experiences of parents interacting with teachers and principals, attending COPLA meetings, making presentations to educators or other parents, supporting each other, creating community, building leadership, and helping their children with schoolwork and school problems. (Contains 189 references, notes, and an index.) (SV)

ED 464 798 RC 023 538

Sherman, Lee, Ed.
Northwest Education, 2001-2002.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 02
NOTE- 198p.; Published quarterly. Photographs and a few colored pages may not reproduce adequately. For volume 6, see ED 455 043. For individual articles, see RC 514 928-933, RC 515 038-043, RC 515 258-264, and RC 515 392-397.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Standards; *After School Programs; Beginning Teacher Induction; *Beginning Teachers; Educational Change; Educational Practices; Elementary Secondary Education; *Experiential Learning; Higher Education; Mentors; Outdoor Education; Student Projects; Teacher Education
IDENTIFIERS- *United States (Northwest)

This document contains the four issues of Northwest Education published during the 2001-02 school year. Issue themes are: (1) "High Standards for All: Confronting the New Paradigm"; (2) "New Teachers: From Surviving to Thriving"; (3) "Living Lessons: How Projects Engage Kids and Deepen Understanding"; and (4) "Beyond the Bell: Extending Opportunities for Learning." Typically, each issue consists of a lead article that reviews current research and issues related to the theme,

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperative Learning; Elementary Secondary Education; *Environmental Education; *Interdisciplinary Approach; Science Activities; Service Learning; *Water Resources
IDENTIFIERS- *Earth Systems Education; Environmental Attitudes

Because of its bases in science and stewardship, aquatic resource education may be seen as a type of environmental education. The range of environmental education (EE) programs includes a huge variety designed for different groups and settings. This chapter takes the perspective of environmental education as it is done in the formal K-12 classroom situation, that is, with intact groups of individuals who are fairly homogeneous in terms of age and experience and have been assembled for the purpose of learning. Within that classroom the educational experiences are constrained by an existing system of practice and by methods of teacher preparation, both ingrained over many decades. What is acceptable to the classroom education system is structured by community mores and often supported inequitably across geographic regions. Change in classroom education comes at a glacial pace, and it is nearly always top-down and assessment-driven. By its definition, environmental education fosters the development of ecological knowledge, awareness of issues and how to solve them, and motivation to work toward environmental quality. A major goal is to build within learners and intention to act, which is seen as the most dependable precursor to environmentally responsible behavior. Unfortunately, traditional classroom curricula do not encourage, and community mores sometimes do not permit, the kinds of behavioral goals that are key to EE. According to theory and practice, environmental education topics that are appropriate to the curriculum can be infused in the existing curriculum if they are acceptable to teachers. New curriculum restructure in science and geography may offer some opportunities for aquatic resource education. The best EE is interdisciplinary, uses strong science, is implemented using active, cooperative learning, and is extended through service learning or filed activities. Getting aquatic resource education into schools through EE can be accomplished by meeting teachers' needs for topic, having excellent curriculum materials, and delivering them through a strong program of teacher education. (Contains 46 references.) (Author/YDS)

ED 464 820 SE 066 093

Marcinkowski, Tom
An Overview of an Issue and Action Instruction Program for Stewardship Education.
PUB DATE- 01
NOTE- 32p.; In: Defining Best Practices in Boating, Fishing, and Stewardship Education; see ED 463 933.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Environmental Education; Program Descriptions; Science Education; Secondary Education
IDENTIFIERS- *Stewardship

The purpose of this paper is to summarize an issue instruction environmental education program developed by Harold Hungerford and his associates over the past three decades. The primary focus of the issue instruction program is on the development and application of investigation and evaluation skills to

Windschitl, Mark
The Reproduction of Cultural Models of "Inquiry" by Pre-Service Science Teachers: An Examination of Thought and Action.
PUB DATE- 02
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; Concept Formation; Higher Education; *Inquiry; *Preservice Teacher Education; Science Teachers; Scientific Principles; Secondary Education; *Teaching Methods

"Inquiry" is the enterprise by which scientists generate theory. It is also a broadly-applied label for instructional approaches in which teachers and students emulate the activity of scientists in order to generate personal knowledge of natural phenomena and to come to understand the canons of disciplinary knowledge-building. Despite the ubiquity of the term "inquiry" in science education literature, little is known about how pre-service teachers conceptualize inquiry, how these conceptions are formed and reinforced, how they relate to the actual work done by scientists, and how teachers' ideas about inquiry are translated into classroom practice. This is the third in a series of studies that have examined these issues within the context of pre-service education. This is a multi-case study in which 12 pre-service secondary science teachers developed their own empirical investigations from formulating questions to defending results in front of peers. The participants maintained journals throughout this experience, were then interviewed, and then followed into their 9 week teaching practicum. Findings indicate that there were implicit cultural models that participants used to make sense of their inquiry, and that these models guided the conduct and reflections of participants in the study. Some of the rules underlying these cultural models were congruent with a limited view of science inquiry, however, the most consistently implied rules across participants were misrepresentations of some of the most fundamental aspects of scientific inquiry. Another theme that came to light was a relationship between participants' struggles with their own investigations and, the emergence of a classroom model of inquiry that emphasized the need to "help" their future students engage in this enterprise. Participants identified three general strategies for instructional support: direct instruction on aspects of inquiry, adding more structure to the inquiry process, and, using scaffolding techniques centered on sense-making activities and peer dialogue as a way to learn. Finally, as was true in the first two studies in this series, the participants with significant, long-term research experiences and science content background were most likely actually to use inquiry in their own classrooms. Field Supervisor Observation Instrument and Thinking about the Nature of Science (NOS) exercise are appended. (Contains 50 references and 3 figures.) (Author/MM)

ED 464 841 SE 066 133

Buxton, Cory A.; Whatley, April
Authentic Environmental Inquiry Model: An Approach to Integrating Science and Social Studies in Under-Resourced Urban Elementary Schools in Southeastern Louisiana.

IDENTIFIERS- *Biodata; *Celebrities

This publication, which covers individuals that young readers want to know about most, entertainers, athletes, writers, illustrators, cartoonists, and political leaders, was especially created to appeal to young readers in a format where they can enjoy reading and can readily understand. Each issue contains approximately 10 sketches arranged alphabetically. Each entry provides at least one picture of the individual profiled, and bold-faced rubrics lead the reader to information on birth, youth, early memories, education, first jobs, marriage and family, career highlights, memorable experiences, hobbies, and honors and awards. Each of the entries ends with a list of easily accessible sources designed to lead the student to further reading on the individual and a current address. Obituary entries are also included, written to provide a perspective on the individual's entire career. Obituaries are clearly marked in both the table of contents and at the beginning of the entry. Entries in this volume are: Osama bin Laden (1957-); Mary J. Blige (1971-); Billy Gilman (1988-); Leanne Nakamura (Brief Entry) (1982-); Condoleezza Rice (1954-); Marla Runyan (1969-); Mattie Stepanek (1990-); and Elijah Wood (1981-). (Contains a general index.) (BT)

ED 464 861 SO 033 801

Butts, Jeffrey A.; Buck, Janeen
Teen Courts: A Focus on Research. OJJDP Bulletin.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescent Behavior; *Evaluation Research; *Juvenile Courts; *Juvenile Justice; Law Related Education; Program Evaluation; Secondary Education; Social Studies; *Youth Problems
IDENTIFIERS- *Legal Information; Peer Support; Research Summaries; *Teen Courts; Urban Institute

The teen court concept has gained popularity in recent years as juvenile courts have had to deal with increased numbers of serious, violent, and chronic juvenile offenders. Its acceptance has been fueled, in part, by positive anecdotal reports from those involved with this peer-centered approach. Growing from a handful of programs in the 1960s, the number of teen courts (or youth courts) now operating in the United States has been estimated to be as high as 675. Communities across the nation continue to demand better information and assistance with which to start or enhance their own teen courts. This bulletin aims to help address that demand by providing information about the characteristics of established teen courts and the operational and managerial challenges they face. It also summarizes the evaluation literature on teen courts. The bulletin provides a background overview; explains the teen court concept; and discusses a national survey conducted by the Urban Institute. (Contains 9 figures, 5 tables, and 19 references.) (BT)

ED 464 862 SO 033 802

Godwin, Tracy M.
National Youth Court Guidelines.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.; National Highway Traffic Safety Administration (DOT), Washington, DC.; Office of

France; Germany; Italy; Japan; *Population Aging; Population Projections; Russia; South Korea; United Kingdom

The United Nations (UN) Population Division monitors fertility, mortality, and migration trends for all countries as a basis for producing the official UN population estimates and projections. Among recent demographic trends, two are prominent: (1) population decline and (2) population aging. Focusing on these two critical trends, a study addressed whether replacement migration is a solution to declining and aging populations. The study computed the size of replacement migration and investigated its possible effects on the population size and age structure for a range of countries with fertility patterns below the replacement level. It examined eight countries: France, Germany, Italy, Japan, Republic of Korea, Russian Federation, United Kingdom, and the United States. Two regions were also included: Europe and the European Union. The time period considered was from 1995 to 2050. According to UN population projections, Japan and virtually all the European countries are expected to decrease in population size over the next 50 years. Additionally, these countries are undergoing a relatively rapid aging process. Building upon these estimates and projections, the study considered six different scenarios with regard to the international migration streams needed to achieve specific population objectives or outcomes for the eight countries and two regions examined. Findings revealed that in the absence of migration, declines in population size will be even greater than those projected, and population aging will be more rapid. Although fertility may rebound, few believe that fertility in most developed countries will recover sufficiently to reach replacement level in the foreseeable future. The projected population decline and population ageing will have profound and far-reaching consequences, forcing governments to reassess many established policies and programs, including those relating to international migration. (Contains 28 tables, 27 figures, 40 references, a selected bibliography, and 20 annex tables.) (BT)

ED 464 882   SO 033 839

Prickette, Karen R.
Planning Curriculum in Social Studies.
PUB DATE- 01
NOTE- 306p.; The Wisconsin Department of Public Instruction appreciates the contributions of the following authors: Hal Balsiger, Paula DeHart, Margaret A. Laughlin, Stephen A. Rose, and Michael Yell.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Behavioral Sciences; *Citizenship Education; Economics; Elementary Secondary Education; Geography; History; Political Science; Program Implementation; *Public Schools; *Social Studies; *State Standards; Student Educational Objectives; Student Evaluation
IDENTIFIERS- Scope and Sequence; *Wisconsin

The goal of the Wisconsin "Model Academic Standards for Social Studies" is to design a social studies program that develops knowledgeable, active citizens who are able to recognize, analyze, and act on personal and public problems or decisions that affect the well-being of an individual, group, a nation, or the world. Following an introduction, the guide is divided

Alcohol Syndrome; Foreign Countries; *Health Promotion; *Interpersonal Relationship; Pregnancy; Prenatal Drug Exposure; Self Esteem
IDENTIFIERS- Alberta; *Emotions; *Risk Reduction

This resource supports a comprehensive school health approach to preventing fetal alcohol spectrum disorder, addressing various aspects of the health and life skills and the career and life management programs of study through an approach that focuses on the development of a healthy self-concept and healthy relationships as fundamental to prevention. It offers strategies and activities that emphasize the prevention of alcohol use and abuse during pregnancy and raise awareness of the effects and characteristics of fetal alcohol spectrum disorder. The resource also provides links to agencies and organizations working to prevent fetal alcohol spectrum disorder. Three themes are emphasized: understanding relationships, dealing with feelings, and managing risk and making personal choices. Each theme provides experiential activities that reinforce curricular concepts, skills, and attitudes and broaden students' understanding of fetal alcohol spectrum disorder prevention and its relationship to healthy choices. There are student activity photocopy masters within each theme. The resource contains: activities based on the health and life skills program of studies and the career and life management program of studies for each grade; experiential activities reinforcing curricular themes; student resources; and assessment strategies. (SM)

ED 464 904 SP 040 714

Osinski, Alison
Coastal Piloting & Charting: Navigation 101.
PUB DATE- 02
NOTE- 80p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (San Diego, CA, April 9-13, 2002). Produced by Aquatic Consulting Services.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Boat Operators; *Maritime Education; *Navigation; Sailing; Seafarers; Water
IDENTIFIERS- Compass Reading; Global Positioning System; Marine Equipment

This curriculum guide for a beginning course on marine navigation describes marine navigation (the art of and science of determining position of a ship and its movement from one position to another in order to keep track of where the ship is and where it is going) and defines dead reckoning, piloting, electronic navigation, and celestial navigation. It goes on to address such topics as: plotting tools; other navigation instruments; duties of the coastal navigator; mercator projection charts; charting; magnetic compass; reading direction from a triangle; using dividers; measuring speed; knotmeter; measuring depth; and the global positioning system. It includes quizzes on topics such as uncorrecting the compass; correcting the compass; finding compass error; deviation from a range; geographic coordinates; plotting positions; laying out a course; estimated time of arrival; finding speed; and determining course to steer for a known set and drift. Quiz answers are included. (SM)

NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *College Students; *Evaluation Methods; Higher Education; Standards; *Student Evaluation

This paper presents the results of four students' observations of instructors' evaluation practices. The four students (two undergraduates and two graduate students) rated an instructor's evaluation of students using a draft of the Student Evaluation Standards (SES) of the Joint Committee at Western Michigan University. Each student wrote a paper that became part of a family of studies presented at the 10th Annual Consortium for Research on Educational Accountability and Teacher Evaluation National Institute. This paper summarizes those papers, with a brief quantitative overview of the students' observations. Two of the students applied the SES to courses in which they thought the instructor was exemplary, while the other two applied the SES to courses in which they thought evaluation was frustrating and in need of improvement. Students were given a draft copy of the SES, and the ratings generated by the four students were entered into a spreadsheet according to the four attributes of sound evaluation practice (Propriety, Utility, Feasibility, and Accuracy). The ratings of instructors' practices provided by students participating in this study show that there is room for improvement in the field of student evaluation. The SES are capable of providing a foundation on which educators can build solid student evaluation policies and practices. (SLD)

ED 464 925 TM 033 855

Laveault, Dany; Miles, Carol
The Study of Individual Differences in the Utility and Validity of Rubrics in the Learning of Writing Ability.
PUB DATE- 02
NOTE- 27p.; Paper presented at the Annual meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; Elementary School Students; English; Foreign Countries; French; Gifted; *Individual Differences; Intermediate Grades; Junior High School Students; Junior High Schools; Learning Disabilities; Peer Evaluation; *Scoring Rubrics; Self Evaluation (Individuals); *Writing Achievement; Writing (Composition)
IDENTIFIERS- Francophone Education (Canada); Ontario

This study was conducted to determine whether Ontario students' abilities to apply rubrics accurately in order to self-assess or to assess peers' written work were related to their current levels of achievement in writing. The project examined differences in assessment ability for children attending different grades, gender differences, differences between Anglophone and Francophone students, and differences among students identified as learning disabled, talented, and gifted. Statistical analyses were performed on the combined data collected from participants in grades 5 through 8 in Anglophone and Francophone Ottawa area schools from the pilot project, with 144 students sampled in 2000 and 626 sampled in 2001. These analyses explored the relationship between the variables confidence intervals for robust measures of association. Confidence intervals were generated via the percentile, adjusted, BC, and BC(a) bootstrap procedures and applied to the Winsorized, percentage bend, and Pearson correlation coefficients. Type I error, bias, efficiency, and interval length were compared across correlational and bootstrap methods. Results reveal the superior resiliency of the robust measures over the Pearson r, though neither robust correlation outperformed the other. Unexpectedly, the four bootstrap techniques achieved roughly equivalent outcomes. Based on these results, it appears that the more complex bootstrapping procedures may not be worth the additional computational expenditures. (Contains 6 tables, 2 figures, and 76 references.) (Author/SLD)

ED 464 945 TM 033 876

Nielsen, Jennifer L.; Croasdalle, Susanne S.; Gansneder, Bruce M.
Measuring the Immeasurable: Linking Interventions to Outcomes in a Family Preservation Program Evaluation.
PUB DATE- 02
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Abuse; Child Neglect; Elementary Education; *Elementary School Students; Evaluation Methods; *High Risk Students; *Intervention; Preservation; *Program Evaluation; Referral; *Social Services
IDENTIFIERS- *Outcome Oriented Evaluation; Process Measures

The objective of this study was to determine the feasibility of process-outcome evaluation in a broad-aim social program. Researchers collaborated with program staff to create outcome measures and measures of the services provided. Interventions for different groups of program participants were analyzed, using data on 122 children from kindergarten through fifth grade. Program participants having high initial levels of risk for child maltreatment received more information or support for relational services, information or support for legal services, referrals to financial services, referrals to health services, referrals to relational services, and referrals to legal services. In contrast, these program participants received less information or support for academic services than those with low initial risk. Families who achieved program goals received more interventions for academic services and more referrals to academic services. The findings support the effectiveness of process-outcome evaluation as applied to broad aim social programs. Program staff were able to complete the measures independently after training with evaluators, indicating that the design may be suitable for ongoing, long-term program evaluation. An appendix contains the study survey. (Contains 3 tables and 30 references.) (SLD)

ED 464 946 TM 033 877

Green, Donald Ross
Interpreting the Results of Three Different Standard Setting Procedures.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Meeting of the American

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- English (Second Language); *Generalizability Theory; *Reliability; *Scores; Second Language Learning; Speech; *Test Construction; Test Items; *Validity; Writing Tests
IDENTIFIERS- *Test of English as a Foreign Language

This paper reports the results of generalizability theory (G) analyses done for new writing and speaking tasks for the Test of English as a Foreign Language (TOEFL). For writing, a special focus was placed on evaluating the impact on the reliability of the number of raters (or ratings) per essay (one or two) and the number of tasks (one, two, or three). For speaking, the focus was on investigating the impact of the number of tasks (1 though 12) and the number of ratings (1 or 2). Data for the writing study were 488 examinees' responses to 2 reading-writing and 3 listening-writing TOEFL tasks. Data for the speaking study were from 6 listening-speaking, 2 reading-speaking, and 5 independent speaking tasks administered to 261 examinees. By far the greatest source of variation in examinees' test performance was due to differences among test takers' ability as measured by the writing and speaking tasks. This suggests that, as intended, the tasks do distinguish among examinees. Results further suggest that, to maximize score reliability for both speaking and writing, it would be more cost efficient to increase the number of tasks rather than the number of ratings per task. Beyond five or six tasks, there would be a diminishing return for increasing the number of tasks. (Contains 2 tables, 3 figures, and 10 references.) (SLD)

ED 464 965 UD 034 950

Ladd, Helen F.
Market-Based Reforms in Urban Education.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 02
NOTE- 70p.; Initially prepared for the Urban Seminar on "Creating Change in Urban Public Education" (Cambridge, MA, December 7-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Charter Schools; *Competition; *Educational Change; Educational Policy; Elementary Secondary Education; Foreign Countries; *Labor Market; Private Schools; Public Schools; School Based Management; School Choice; *Supply and Demand; *Urban Education
IDENTIFIERS- Chile; New Zealand; *Reform Efforts

This paper is for policymakers, advocates, and analysts who understand that the issues surrounding the introduction of more market-based mechanisms into education are complex and who accept the view that evidence is useful in sorting out the issues. It uses the market framework of demand, supply, and market pricing to organize the extensive but disparate evidence on the effects of market-based reforms in the United States, Chile, and New Zealand. It critically examines the relevant evidence on how choice and competition affect educational outcomes, especially for urban schools. It provides guidance to policymakers on all sides of this complex issue. After an introduction that examines the market framework and policy implications, four chapters discuss (1) "Demand: Parental governance and permeated classrooms; whether NAS teachers and students interacted with each other and subject materials in ways that reflected the innovative curricular and instructional approaches of the design teams; and what factors at the district, school, and classroom level related to implementation of designs, changes in classroom instruction, and student achievement. Data collected from fourth grade students and teachers over 2 years included principal and teacher surveys; interviews with district staff, design team leaders, local facilitators, principals, and teachers; classroom observations; examples of student work; district data on test scores and student and teacher demographics; and achievement data. Results revealed few differences in teacher perceptions of instructional environments between NAS and non-NAS schools. While NAS designs had no significant effects on student achievement, principal leadership and instructional conditions promoted by NAS reforms related to student achievement. Study data are appended. (Contains 84 references.) (SM)

ED 464 985 UD 035 012

Re-Engaging Students in Learning. A Center Quick Training Aid.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 02
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; *Educational Environment; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; *Prereferral Intervention; *Student Motivation; Teacher Student Relationship; Volunteers
IDENTIFIERS- Proactive Teaching

This training aid is designed to guide an inservice teacher education session on re-engaging students in learning. It can also be used as a self-tutorial for group discussion. The aid offers key talking points for a short training session; a brief overview of the topic; fact sheets/practice notes (e.g., talking with kids, opening the classroom door to increase opportunities for re-engaging students, using volunteers, and creating caring classrooms and schools); tools and handouts (e.g., using a pre-referral intervention process to re-engage students in learning); and a sampling of other related information and resources (e.g., Quick Finds on student motivation, environments that support learning, and re-engaging students in learning, and a training tutorial on classroom changes to enhance and re-engage students in learning). Originals for overheads include barriers to learning, learner options to enhance motivation and learning, talking with kids, opening the classroom door to assistance and partnerships, and pre-referral intervention and student re-engagement in learning. (SM)

ED 464 986 UD 035 013

Piachaud, David; Sutherland, Holly
How Effective Is the British Government's Attempt To Reduce Child Poverty? CASEpaper.

(every teacher competent, caring, and qualified; every principal a leader; and every school a good place to work and learn); and strong family, business, and community support (every family involved in their child's learning, every community involved in education, and every child with access to quality health care). The report also looks at financing North Carolina's schools and making North Carolina schools first in America by 2010. Two appendices present a computation of First in America grades and the First in America survey methodology. (SM)

ED 465 005 UD 035 053

Cunningham, Elizabeth Kolb, Ed.; Thompson, Charles L., Ed.
A Goal for North Carolina's Schools. First in America 2001 Progress Report.
PUB DATE- 02
NOTE- 87p.; For the 2001 Special Report, see UD 035 051. For the 2000 Progress Report, see UD 035 052. Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Administrator Role; *Educational Environment; Educational Finance; *Educational Quality; Elementary Secondary Education; Family School Relationship; Health Promotion; *School Community Relationship; *School Readiness; School Safety; *Teacher Competencies
IDENTIFIERS- Access to Health Care; Administrator Competencies; *North Carolina

This second annual report details North Carolina's performance and progress since 2000 in the five goal areas: high student performance; every child ready to learn; safe, orderly, and caring schools; quality teachers and administrators; and strong family, business, and community support. Over the years, North Carolina's education system has continued a steady climb that made the state number one in educational progress during the 1990s. Although the gains were modest, the advance was nearly unbroken across many different indicators of system performance, and the improvements were large enough to raise the grades on three of the five First in America Goals (high student performance; safe, orderly, and caring schools; and strong family, business, and community support). Several new indicators were added to this year's report, including National Assessment of Educational Progress grade 4 science assessment, percentage of students promoted having met state grade level standards in reading and mathematics, percentage of 25- to 44-year-old high school graduates enrolled full- or part-time in higher education, average size of classes in kindergarten through grade 3, and infant mortality rate. Two appendices present computation of the First in America grades and the First in America survey methodology. (SM)

ED 465 006 UD 035 056

Jacob, Brian A.
The Impact of Public Housing Demolitions on Student Achievement in Chicago.
PUB DATE- 00
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Children; Elementary

Multivariate analysis of the data indicated that although test scores varied within and across groups by grade, there was a significant increase in test scores for students in all groups and in all grades. (Contains 17 references.) (HTH)

ED 464 726 PS 030 337

Benda, Susan Mowrer; Wright, Robert J.
The Culture of the Elementary School as a Function of Leadership Style and Disciplinary Climate and Culture.
PUB DATE- 02
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Discipline; *Educational Environment; *Elementary Education; Elementary School Teachers; *Leadership Styles; Predictor Variables; Principals; *School Culture
IDENTIFIERS- *Administrative Flexibility

This study examined the effects of elementary school leadership upon the disciplinary climate and culture of the school. Participating in the study were 680 faculty and 30 principals from 30 rural, suburban, and urban/inner-city elementary schools, selected at random from northeastern Pennsylvania. The sample included regular education teaching faculty, teachers of special subject areas, and the school administrators. Principals completed the Leader Behavior Analysis II, and faculty completed the Organizational Climate Description Questionnaire. Primary findings from the multiple regression analysis supported a direct relationship between a school's disciplinary climate and culture and the flexibility of its leadership. Flexibility was more critical than the leadership style variable of effectiveness, which yielded a moderate, but significant, coefficient. Significant partial correlations were found between the predictors disengagement, production emphasis, thrust, and consideration and style flexibility. There were modest, but significant, Beta weights for leadership style effectiveness and the climate variables of hindrance, aloofness, production emphasis, and consideration. (KB)

ED 464 727 PS 030 338

Peisner-Feinberg, Ellen S.; Yazejian, Noreen
Predicting Parental Perceptions of Children's Longitudinal School Success from Early Child Care Experiences.
PUB DATE- 02
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Day Care; *Day Care Effects; *Early Experience; Elementary Education; *Elementary School Students; Followup Studies; *Outcomes of Education; *Parent Attitudes; Parents; Predictor Variables; Student Adjustment

This follow-up of the Cost, Quality, and Child Outcomes in Child Care Centers Study examined the long-term influences of child care experiences on children through elementary school. In the

IDENTIFIERS- Deficit Theory; Instrumental Music; Meaning Construction; *Researcher Subject Relationship; Telephone Conversation

This paper synthesizes explorations from two research project with 3- and 4-year-olds in the areas of instrumental music-making and telephone discourse, sharing an approach to research with young children in which the adult participates in the child's activity and seeks to share the initiative. The interpretive, participatory approaches used are differentiated from data collection approaches that strive toward marking distance and detachment or obscure differences between the researcher and the child. Consequent to opening up spaces for dialogue in the research process are implications for the organization and analysis of data. Findings become related to children's evidenced processes of meaning-making rather than deficit-based measurements of competence or incompetence. The paper ends by sharing some specific structures for participatory research for children that may expose rather than conceal the challenging dilemmas posed by power differentials between adult and very young research participants. (Contains 39 references.) (Author/KB)

ED 464 745 PS 030 368

Munoz, Marco A.

Parental Volunteerism in Kindergarten: Assessing Its Impact in Reading and Mathematics Tests.

PUB DATE- 00

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Kindergarten; Mathematics Skills; *Parent Participation; Parents; Preschool Education; Reading Skills; *Volunteers

Noting that parental involvement is an important factor in student success, this study examined differences in student learning in reading and mathematics related to levels of parental volunteerism in kindergarten, after controlling for differences in testing scores at the beginning of the school year. The study drew on data from the National Center for Education Statistics Early Childhood Longitudinal Study (kindergarten class of 1998-1999). The results of multivariate analysis of covariance indicated that parental volunteerism in kindergarten raised reading test scores, but it did not have an impact on mathematics test scores. Further analysis showed that parental volunteerism in schools is optimum at a "medium" level (26 to 50 percent) for increasing reading test scores. (Contains 12 references.) (HTH)

ED 464 746 PS 030 369

Day, David M.; Peterson-Badali, Michele; Shea, Barb

Parenting Style as a Context for the Development of Adolescents' Thinking about Rights.

SPONS. AGENCY- Social Sciences and Humanities Research Council o Canada, Ottawa (Ontario).

PUB DATE- 02

NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (9th, New Orleans, LA, April 11-14, 2002).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conferenc

PUB DATE- 02
NOTE- 24p.; In: Early Childhood Research & Practice: An Internet Journal on the Development, Care, and Education of Young Children, Spring 2002; see PS 030 400. Published biannually.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Blacks; Classroom Environment; Early Experience; Elementary Education; *Elementary School Students; Grade 3; Grade 4; Low Income; Minority Group Children; *Outcomes of Education; *Preschool Curriculum; *Preschool Education; Sex Differences
IDENTIFIERS- African Americans

A follow-up study of children who began school at age 4 was conducted to examine the influence of three different preschool models (child-initiated, academically-directed, or a "combination" approach) on later school success. These children from an urban school district were studied again in Year 5 as they prepared to leave the primary grades and in Year 6 when they were scheduled to enter fourth grade if not previously retained. The study examined report card grades, retention rates, and special education placement of 160 children at the end of their fifth year in school and 183 children at the end of their sixth year in school. The sample was 96 percent African American; 54 percent of the sample was female. Seventy-five percent of the children qualified for subsidized school lunch, and 73 percent were living in single-parent families. Academically, girls surpassed boys at the end of Year 5, and this difference persisted into the next grade level. Children whose preschool experience was more academically directed had been retained less often than their peers. No differences attributable to preschool model were found for special education placement. By the end of children's fifth year in school, there were no differences in academic performance of children who had experienced the three different preschool models. By the end of their sixth year in school, children whose preschool experiences had been academically directed earned significantly lower grades compared to children who had attended child-initiated preschool classes. Children's later school success appears to have been enhanced by more active, child-initiated early learning experiences. Their progress may have been slowed by overly academic preschool experiences that introduced formalized learning experiences too early for most children's developmental status. (Contains 39 references.) (Author/HTH)

ED 464 763 PS 030 402

Bergen, Doris
The Role of Pretend Play in Children's Cognitive Development.
PUB DATE- 02
NOTE- 13p.; In: Early Childhood Research & Practice: An Internet Journal on the Development, Care, and Education of Young Children, Spring 2002; see PS 030 400. Published biannually.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- Behavioral Science Research; *Cognitive Development; Linguistic Competence; *Play; *Pretend Play; Research Needs; Social Development; *Young Children

Noting that there is a growing body of evidence supporting the many connections between cognitive competence and high-quality

Women were given priority access to agricultural extension services supported by local government, including information, training, and technical assistance related to farming techniques and various economically productive activities. Funds for setting up village libraries, reading rooms, and social and entertainment facilities came from village taxes or general funds. The program was implemented in 1993 across 17 of China's 28 provinces. This paper examines the program's social and economic impact, drawing on a detailed 1996 household survey conducted in 38 participating and 19 nonparticipating villages. The program substantially increased women's economic and social participation and household income. However, income gains accrued only to participants, and partly at the expense of nonparticipants. The program also produced broader social benefits, having significant positive influences on gender and fertility attitudes and on expenditures for children's education. The findings support the view that effectively implemented gender-focused interventions can have substantial social benefits when supported by the necessary legal and institutional framework. (Contains 54 references.) (SV)

ED 464 781 RC 023 503

Das Gupta, Monica; Lee, Sunhwa; Uberoi, Patricia; Wang, Danning; Wang, Lihong; Zhang, Xiaodan
State Policies and Women's Autonomy in China, the Republic of Korea, and India, 1950-2000: Lessons from Contrasting Experiences. Working Paper.
PUB DATE- 00
NOTE- 36p.; Paper presented at the Annual Meeting of the Population Association of America (65th, Los Angeles, CA, March 23-25, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Empowerment; Equal Opportunities (Jobs); *Females; Foreign Countries; Kinship; Mass Media Effects; Modernization; *Personal Autonomy; Public Health; *Public Policy; Rural Urban Differences; Rural Women; Sex Bias; Sex Discrimination; *Sex Role; *Social Change; Social History; Social Structure; Womens Education
IDENTIFIERS- China; Family Law; India; South Korea

This paper compares the influence of state policies on gender roles and women's empowerment in China, India, and South Korea. In 1950, these newly formed states were largely poor and agrarian, with common cultural factors that placed similar severe constraints on women's autonomy. The three countries followed very different paths of development, which have had a tremendous impact on gender outcomes. Today the countries show striking differences in the extent of gender equity achieved, with China showing the most gender equity and South Korea the least. India has achieved considerable improvement in gender equity, but both men and women continue to struggle with poverty, illiteracy, and poor health conditions. Following an overview of kinship systems and the construction of gender in the three countries, this paper focuses on several key issues: access to education, employment and income patterns, women's health and health education, family law and the legal rights of women, and state efforts to influence gender-related values and behaviors through mass communication. The experiences of these three countries suggest that even when states are interested in promoting gender equity, their actions are often constrained by followed by five or six articles describing model programs and practices in schools of the Northwest--Washington, Oregon, Idaho, Montana, and Alaska. Issues also contain information on related resources, book reviews, letters from readers, and practitioner commentary. (SV)

ED 464 799 RC 023 539

A Compromised Commitment: Society's Obligation and Failure To Serve the Nation's Largest Growing Population. A Report on the Educational Experience of Latinos in Five Western States.
PUB DATE- 02
NOTE- 73p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Educational Attainment; Educational Indicators; *Educational Needs; Elementary Secondary Education; Enrollment; Higher Education; *Hispanic American Students; Limited English Speaking; Population Growth; *Underachievement
IDENTIFIERS- Achievement Gap; *Latinos; *United States (Southwest)

The Latino population in the United States is growing, especially school-aged children. Yet, because most of the increase in the Latino population is concentrated in the Southwest, the educational problems and needs of this population are viewed as state or regional issues. Policymakers must look beyond their state borders and realize that in this matter, the Southwest is a bellwether for the country, and systemic changes that address Latino educational issues will benefit all of America. This report presents a snapshot of the current educational conditions and circumstances of Latino youth in Arizona, California, Colorado, New Mexico, and Texas. Sections on the region and on each state provide data on Latino population growth, Latino K-12 enrollment, enrollment of students with limited English proficiency, Latino high school graduates, dropout rates, enrollment in community colleges and four-year colleges and universities, and state expenditures. Discussion focuses on the deficiencies of education for Latino students; social attitudes, as reflected in the mindset of policymakers and voter endorsement of anti-bilingual education initiatives; court litigation on behalf of Latino students; and state legislation and expenditures. Specific recommendations are offered for each state. (Contains 50 references.) (SV)

ED 464 800 RC 023 540

Reimers, Fernando, Ed.
Unequal Schools, Unequal Chances: The Challenges to Equal Opportunity in the Americas. The David Rockefeller Center Series on Latin American Studies.
PUB DATE- 00
NOTE- 479p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Access to Education; American Indian Education; Disadvantaged Schools; Educational Attainment; Educational Change; *Educational Policy; *Educational Quality; *Educationally Disadvantaged; Elementary Secondary Education; *Equal Education; Foreign Countries; Indigenous Populations; *Poverty; Racial Differences; *Rural Urban Differences; Social

environmental problems and issues. Program materials take a structured approach to the development of these skills and encourage the teacher to become a guide and facilitator during the skill application. The paper documents the development of various program elements and summarizes related research used to further refine and extend the program. (Contains 120 references and 5 tables.) (Author/YDS)

ED 464 821 SE 066 100

Harding, Juliana M.; Mann, Roger; Clark, Vicki P.
Shell Games. VORTEX: Virginia's Oyster Reef Teaching EXperience.
PUB DATE- 99
NOTE- 25p.; For a related VORTEX document, see SE 066 101. Co-sponsors were Virginia Sea Grant Marine Advisory Program, Virginia Environmental Endowment, and Chesapeake Bay Restoration Fund Advisory Committee.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Thinking; Elementary Secondary Education; *Environmental Education; *Field Trips; *Interdisciplinary Approach; Marine Education; Multimedia Instruction; Problem Solving
IDENTIFIERS- *Chesapeake Bay; *Oysters; Sustainability

This document introduces Virginia's Oyster Reef Teaching EXperience (VORTEX), which is an interdisciplinary program focusing on the importance of oyster reef communities in the Chesapeake Bay ecosystem. The VORTEX program uses field and laboratory experiences supported by multimedia instruction. This document presents an overview on the biology of oysters, oyster reefs on Chesapeake Bay, the characteristics of their habitat, and how citizens can help with the restoration process. (YDS)

ED 464 822 SE 066 101

Harding, Juliana M.; Mann, Roger; Clark, Vicki P.
Oyster Reef Communities in the Chesapeake Bay: A Brief Primer. VORTEX: Virginia's Oyster Reef Teaching EXperience.
PUB DATE- 99
NOTE- 14p.; For a related VORTEX document, see SE 066 100. Co-sponsors were Virginia Sea Grant Marine Advisory Program, Virginia Environmental Endowment, and Chesapeake Bay Restoration Fund Advisory Committee.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Thinking; Elementary Secondary Education; *Environmental Education; *Field Trips; *Interdisciplinary Approach; Marine Education; Multimedia Instruction; Problem Solving
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SPONS. AGENCY- National Science Foundation, Washington, DC.
PUB DATE- 02
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002). Some text is blurred.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Elementary Education; Environmental Education; *Inquiry; Integrated Curriculum; Science Education; *Social Studies
IDENTIFIERS- *Authentic Learning

This paper reports on a study of what it means to create authentic learning experiences for teachers and students in a southern urban elementary school context. A teacher education model emphasizing local environmental, cultural and historical themes, structured inquiry-based learning, and student-directed assessment strategies was implemented. We implemented this model through our work with pre-service elementary school teachers at a southern, urban university, and with in-service teachers and grade school students in the lowest performing elementary school in the state of Louisiana (as determined by a newly-developed statewide academic accountability measure). The study highlights tensions between teaching that aims to promote personally meaningful connections to science and social studies, and teaching that aims to promote the acquisition of Western canonical knowledge (as represented in state content standards and assessed through high-stakes accountability plans). By reporting on the kinds of approaches and activities that each of four groups of participants (teacher educator/researchers, pre-service teachers, in-service teachers, and grade school students) found to be personally meaningful and how these approaches and activities varied from group to group, insight was provided into one reason why broad-based science and social studies literacy, as advocated in the national reform documents, remains elusive. (Contains 16 references and 1 figure.) (Author/MM)

ED 464 842 SE 066 134

Schwarz, Christina V.
Using Model-Centered Science Instruction To Foster Students' Epistemologies in Learning with Models.
PUB DATE- 02
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Epistemology; Higher Education; Junior High Schools; *Models; Preservice Teacher Education; Science Education; *Science Instruction; Teaching Methods

In this paper, two studies are discussed--one conducted with seventh-grade science students and the other with undergraduate pre-service elementary teachers--using model-centered science curricula and instruction. In both studies, these students experienced model-centered teaching within a 12-14 week curricula in which they used, created and evaluated models and reflected on the nature of models within either force or motion or astronomy topics. In the seventh-grade study, students'

Elementary and Secondary Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 152p.; With Michelle E. Heward and Thomas Spina, Jr. Prepared in cooperation with the Council of State Governments.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Behavior; Citizenship Education; *Community Programs; *Court Litigation; Delinquency Prevention; Guidelines; *Juvenile Courts; Juvenile Justice; *Law Related Education; Peer Influence; Secondary Education; Social Studies; Youth Problems; *Youth Programs
IDENTIFIERS- Juvenile Diversion; Peer Support; Teen Courts

Youth courts provide communities with an opportunity to impose immediate consequences for first time youthful offenders, while providing a peer operated disposition mechanism that constructively allows young people to take responsibility, be held accountable, and make amends for violating the law. Dispositions hold youth accountable in part through peer pressure, which exerts a powerful influence over adolescent behavior. If peer pressure contributes to juvenile delinquency, then according to the experts, it can be redirected to promote law-abiding behavior. Additionally, while providing positive consequences for juvenile offenders such as community service, youth courts offer other young people in the community the opportunity to actively participate in the local decision-making process regarding how to address law-violating behavior and to gain hands-on knowledge of the juvenile and criminal justice systems. Currently in the United States, there are over 675 operating youth courts with more than 100 in development. To increase the reach of support to more communities, the Office of Juvenile Justice and Delinquency Prevention has supported the development of these "National Youth Court Guidelines" to serve as a foundation for communities with existing or planned youth court programs. The guidelines are divided into 10 chapters: (1) "The Need for National Youth Court Guidelines"; (2) "Program Planning and Community Mobilization"; (3) "Program Staffing and Funding"; (4) "Legal Issues"; (5) "Identified Respondent Population and Referral Process"; (6) "Program Services and Sentencing Options"; (7) "Volunteer Recruitment"; (8) "Volunteer Training"; (9) "Youth Court Operations and Case Management"; and (10) "Program Evaluation." (Contains 37 references and additional resources.) (BT)

ED 464 863 SO 033 805

White, Gene; Balakshin, Maria
Going Global Activity Guide: A Project To Educate and Involve American Students in Global Hunger Issues.
PUB DATE- 02
NOTE- 139p.; A project in partnership with the School Food Service Foundation, which became the Child Nutrition Foundation. Accompanying map and poster available from the Child Nutrition Foundation.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childhood Needs; *Food; Global Approach; Health Needs; *Hunger; Intermediate Grades; *Nutrition; Social

into 14 chapters: (1) "Organizing the Social Studies Curriculum: Recommended Scope and Sequence in Wisconsin's Schools for Social Studies"; (2) "Social Studies Skills: Skills Related to Processes in Social Studies"; (3) "Curriculum Connections: Curriculum Connections Take Time and Teacher Knowledge"; (4) "Geography: People, Places, and Environments"; (5) "History: Time, Continuity, and Change"; (6) "Political Science and Citizenship: Power, Authority, Governance, and Responsibility"; (7) "Economics: Production, Distribution, Exchange, and Consumption"; (8) "The Behavioral Sciences: Individuals, Institutions, and Society (Culture)"; (9) "Additional Studies within the Scope of Social Studies"; (10) "Student Assessment in Social Studies"; (11) "Technology in the Social Studies"; (12) "Evaluating Programs and Resources"; (13) "Professional Development"; and (14) "Teaching and Learning Strategies." Includes an appendix and a resources list. (BT)

ED 464 883 SO 033 840

Narvaez, Darcia

Who Should I Become? Using the Positive and the Negative in Character Education.

PUB DATE- 01

NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Behavior; *Citizenship; *Classroom Techniques; Elementary Secondary Education; Ethical Instruction; Futures (of Society); *Individual Development; Models; Social Sciences; Social Studies

IDENTIFIERS- Character Development; *Character Education; Conceptual Frameworks; Moral Education

The Community Voices and Character Education (CVCE) Project presents a model for moral education that is based on four ideals: (1) the consensus among leaders worldwide on the necessary characteristics of a citizen in the new century; (2) the conception of human goodness from moral philosophy; (3) conclusions from social sciences about what helps humans thrive; and (4) a common morality approach in which the particularities of a community are integrated with research-based principles. From these four ideals, this paper draws a framework for moral education and clarifies the framework using a question-and-answer format. The questions asked are the following: (1) What does citizenship in the 21st century require of persons? (2) What is the conception of human goodness as conceived by moral philosophers? (3) How do the social sciences contribute to what is known about human flourishing? (4) What is a common morality approach? and (5) How should a moral education program be structured? Positive and negative aspects of behavior are emphasized to help students see the continuum of possibilities from the best to worst. This continuum helps them construct a self as they answer in their daily actions the question, "Who should I become?" Contains a table of ethical processes and skills for practical reasoning and functional ethics. (BT)

ED 464 884 SO 033 842

Greene, Maxine

ED 464 905 SP 040 716

Van't Hof, Ellen R.
"Essence" Dance: A Simple Model for Improvisation.
PUB DATE- 02
NOTE- 6p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (San Diego, CA, April 9-13, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adverbs; Creative Expression; *Dance Education; Elementary Secondary Education; Higher Education; *Improvisation; Movement Education; *Physical Education; Verbs

This paper describes an improvisational dance model that analyzes verbs and adverbs in terms of their movement essence and yields a unique group dance using dancers of any age or experience. Essence dance uses word cards to build a dance. Each word (verb or adverb) suggests a movement or use of the body. The teacher begins by charting a piece of music, outlining the main sections and the number of beats in each section. Students then randomly select two cards, a verb and an adverb, to write into the chart for each session. For each verb and adverb chosen, students analyze the movement essence in terms of several basics--body, space, time and relationship--by applying the movement variables (related to space, body, time, and relationship). Students improvise together the selected movement variables within the given number of beats. Eventually, they put the sections together and dance the entire piece. They videotape their dance, view the tape, and critique the dance. The word lists include such verbs as pound, crawl, drag, tap, frown, ooze, strut, gallop, and stagger and such adverbs as powerfully , softly, up, tiny, fast, briskly, jerky, slowly, and evenly. (SM)

ED 464 906 SP 040 721

Guskey, Thomas R.
How's My Kid Doing? A Parent's Guide to Grades, Marks, and Report Cards. The Jossey-Bass Education Series.
PUB DATE- 02
NOTE- 148p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Grading; Parent Attitudes; *Parent Teacher Cooperation; Parents; Report Cards; Scores; Student Attitudes; *Student Evaluation; Teacher Attitudes; Teacher Responsibility

This book is designed for parents who have trouble understanding their school-aged children's grades, report cards, and test scores. It helps them make sense of school reports and offers resources to open communications between parents and teachers. The seven chapters focus on: (1) "Getting Started" (e.g., what grading and reporting mean, whether they are essential, and how to develop a reporting system); (2) "Perceptions and Responsibilities" (e.g., parent, teacher, and student perceptions of grading and reporting); (3) "Challenges for Teachers in Grading and Reporting" (e.g., limiting of writing level in school and the accuracy and severity with which the students applied the Ministry developed rubrics for their grade level of writing, as well as the confidence students felt when assigning rubric levels to others' writing samples. Significant differences in these variables among groups were also explored. A significant relationship was found between writing ability and accuracy in applying the rubrics for assessment of exemplars. School grade also had an impact on how well students apply the rubric to exemplars. Students in grade 6 were significantly more accurate than students in grades 5 or 7. Differences in ability to apply the rubrics accurately between the reference group and learning disabled and gifted are reported, as well as differences in confidence levels for these groups. Girls identified rubric levels more accurately than boys, but this may be an artifact of their general increased proficiency in writing, a finding that would strengthen the general finding of a relationship between ability in writing and the ability to apply the rubric accurately. (Author/SLD)

ED 464 926 TM 033 856

Miles, Carol A.; Lee, Curtis
In Search of Soundness in Teacher Testing: Beyond Political Validity.
PUB DATE- 02
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Political Influences; *Psychometrics; State Programs; *Teacher Evaluation; *Teachers; *Test Use; Testing Programs; *Validity

When the drive to develop and administer tests comes from a public call for accountability in a profession, from the government's response to this call, or from politicians attempting to identify a hot issue, it may be said that the test must first have political validity in order to be implemented. Only after this political validity has been achieved, will the real psychometric properties of the test be valued. In addition to introducing the concept of political validity, this paper addresses challenges presented by the traditional psychometric validity concerns surrounding paper-and-pencil tests aimed to measure teacher competencies. This is followed by a review of types of performance-based measures that have been introduced to address validity problems and the psychometric considerations inherent in these tests. Among the tests discussed are the teacher testing program in Massachusetts and teacher assessment as implemented in Ontario, Canada. The review of these and other teacher testing programs suggests that current standardized teacher tests leave much to be desired when it comes to evidence of psychometric validity. The paper concludes that, in spite of psychometric validity, political validity is what is primary in determining a test's public acceptance. (Contains 69 references.) (SLD)

ED 464 927 TM 033 857

Niemi, Hannele; He, Jin
Self-Regulation and Moral Orientation among Finnish and Chinese

Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; *Cutting Scores; Elementary Secondary Education; Holistic Approach; Judges; *Standard Setting; *Teachers; Test Interpretation
IDENTIFIERS- Contrasting Groups Method; Jaeger Method; Kentucky

Different procedures for setting cut points on achievement test scales provide the standard-setting participants with different information to support the unique judgment task associated with each procedure. This study examined how participants in standard settings used the different information from three different procedures in Kentucky in 2000. Three cut points had to be established on the scales for each of six content areas in each of three grades for Kentucky's assessment system. The procedures were: (1) a contrasting groups procedure; (2) a holistic examination of student work on the tests as described by R. Jaeger and C. Mills (1998); and (3) a bookmark procedure (D. Lewis and others, 1998). Using Kentucky's five-step standard-setting process, the judges (teachers) established preliminary descriptors, conducted each of the three approaches, and then conducted a synthesis process to put together the results of the preceding steps. All told, 1,599 teachers participated in the exercises. Results show that each of the three standard setting procedures produced sets of cut scores for the various tests that can be said to be reasonable and defensible. Given the common backgrounds of the teachers in each of the three sets of judges and the carefully developed sets of descriptors of the categories, it is evident that much of the difference in cut scores stems from the different kinds of information the procedures provide. Of course, it is time consuming to use more than one procedure, and if only a single procedure is wanted, these data suggest the bookmark approach because of an apparently clearer relationship to instruction. The possibilities of the Jaeger-Mills process for helping schools improve could prove real, as many teachers wanted to see more full papers during the synthesis process. (SLD)

ED 464 947 TM 033 878

Passman, Roger; McKnight, Katherine S.
The Reflective Discussion Group: Focused Discussion in a High-Stakes Environment.
PUB DATE- 02
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Gains; Case Studies; *Educational Change; Educational Practices; Elementary Education; *Elementary School Teachers; *High Stakes Tests; Interviews; *Professional Development; *Reflective Teaching; Teaching Methods
IDENTIFIERS- Texas; *Texas Assessment of Academic Skills

High stakes testing presents a significant problem for the design of effective professional development. The absurdity of asking teachers and administrators to raise test scores constantly encourages teachers to teach to the test without regard for the

Choice" (e.g., choice and competition, adverse impacts on schools left behind, and non-market arguments for expanding choice); (2) "Supply: Providing More Options within the Public School System" (e.g., site-based management and charter schools and education management organizations); (3) "Supply: Public Funding for Private Schools" (e.g., private elementary and high schools and the relative costs of private schools); and (4) "Market Prices and Alternative Mechanisms" (market prices and teacher labor markets). (Contains 63 references.) (SM)

ED 464 966 UD 034 966

Wotorson, Michael
Partners against Hate Program Activity Guide: Helping Children Resist Bias and Hate.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.; Office of Elementary and Secondary Education (ED), Washington, DC. Safe and Drug Free Schools Program.
PUB DATE- 01
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bullying; Conflict Resolution; *Consciousness Raising; *Cultural Pluralism; Diversity (Student); Elementary Education; Parent Role; *Racial Bias; Resistance (Psychology); Student Attitudes; Teacher Role; Violence
IDENTIFIERS- *Antiracist Education; *Hate Crime

This guide provides parents, educators, and other adults with tools and strategies to engage in constructive discussions and activities about the causes and effects of prejudice and bias-motivated behavior and to intervene when needed with children who engage in such behavior. Though it targets elementary school, much of the material is relevant to preschool, youth services, law enforcement, and other community workers. It helps increase awareness of the problem of bias crime and shares information about promising education and counteraction strategies. Seven sections examine the following: (1) "Introduction to This Guide" (philosophy, audience, contents, and recommendations); (2) "Background Information" (e.g., definition of hate crimes and bias incidents and bullying in schools); (3) "Interacting with Children on Issues of Diversity and Bias" (e.g., how children develop racial and cutural identity and attitudes and the role of parents and families); (4) "Proactive Tools and Strategies to Help Children Resist Prejudice and Hate" (promising practices, programs, and activities); (5) "Guidelines for Intervention and Outreach" (e.g., the responsibility of school personnel and the role of law enforcement); (6) "Bibliographies" (e.g., resources for personal and professional development, for educators and youth service professionals, and parents and families); and (7) "References." (Contains 33 references.) (SM)

ED 464 967 UD 034 969

Mattessich, Paul
Speaking for Themselves: A Survey of Hispanic, Hmong, Russian, and Somali Immigrants in Minneapolis-Saint Paul.
PUB DATE- 00
NOTE- 21p.

SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 00
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Welfare; Children; Employed Parents; Employment Programs; Family Income; Foreign Countries; Government Role; *Poverty; Public Policy; Social Services; Tax Credits
IDENTIFIERS- United Kingdom

The new Labour Government in Britain has made the reduction of child poverty one of its central objectives. This paper describes the specific initiatives involved in Labour's approach and weighs them in terms of their potential impact. After setting out the extent of the problem of child poverty, the causes are discussed, and Britain's problem is set in an international perspective. The impact on child poverty of policies designed to raise incomes directly is analyzed using micro-simulation modeling. A major emphasis of current policy is on the promotion of paid work, and the paper explores the potential for poverty reduction of increasing the employment of parents. It finds that at its maximum, increasing paid work could roughly double the reduction in child poverty achieved by tax and benefit policies alone, a combined decrease of 1.85 million children in poverty. However, a more realistic forecast of increases in parental employment suggests that the number of children in poverty may be reduced by one million by 2002. The policies that address long-term disadvantage are also discussed, the whole program is assessed, and future strategy is considered. (Contains 26 references.) (SM)

ED 464 987 UD 035 014

Burgess, Simon; Gardiner, Karen; Propper, Carol
Growing Up: School, Family, and Area Influences on Adolescents' Later Life Chances. CASE Discussion Paper.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 01
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Economic Impact; *Family Characteristics; *Family Influence; *Place of Residence; Poverty; School Demography; *School Statistics; Secondary Education; Young Adults
IDENTIFIERS- *School Influence

This study explored the relationships between adult economic outcomes and three key factors during adolescence: schooling, family background, and county of residence. The empirical analysis was based on data covering the period from 1979-1996. Data came from the 1979 National Longitudinal Survey of Youth. The study examined a sample of people ages 14-19 years in 1979. Researchers made estimates on the impact of family, school, and county when growing up on earnings capacity and poverty risk once participants reached adulthood. Overall, family, school, and county of residence, when analyzed separately, each exhibited significant associations with men's and women's outcomes in later life. The size and significance of these effects were very susceptible to controls for the other sets of background factors, indicating the strong link between these

Secondary Education; *Outcomes of Education; *Public Housing; *Relocation; Residential Patterns; Urban Education
IDENTIFIERS- *High Rise Buildings; *Illinois (Chicago)

This paper exploits a natural experiment created by public housing closings in Chicago to examine the impact of residential relocation on educational outcomes. During the 1990s, the Chicago Housing Authority closed over 7,400 units of public housing as part of redevelopment and consolidation efforts. Households affected by the closures were offered Section 8 vouchers to move to private housing. Using the home addresses provided in school records, this study matched students to public housing developments and tracked educational outcomes over time for children affected and unaffected by closings. Results found that children in families who were offered the opportunity to relocate from high-rise public housing did no better than their peers. Though these children were considerably less likely to be living in high-rise public housing, they had achievement scores and dropout rates identical to comparison students. These findings suggest that high-rise public housing does not have an independent impact on student achievement and that eliminating high-rise public housing will not necessarily lead to benefits documented in earlier housing mobility experiments. Instead, targeted efforts to move families to substantially better neighborhoods may be necessary to obtain results documented in earlier programs. (Contains 37 references.) (SM)

ED 465 007 UD 035 060

Jacob, Brian A.; Lefgren, Lars
Remedial Education and Student Achievement: A Regression-Discontinuity Analysis.
PUB DATE- 01
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Standards; Accountability; Elementary Secondary Education; *Grade Repetition; Remedial Programs; Social Promotion; Standardized Tests; *Summer Programs; Urban Schools
IDENTIFIERS- Chicago Public Schools IL

This study used a regression discontinuity design to examine the causal effect of summer school and grade retention on student achievement. In 1996, the Chicago Public Schools instituted an accountability policy that tied summer school attendance and promotional decisions to performance on standardized tests, which created a highly non-linear relationship between current achievement and probability of attending summer school or being retained. This study used the exogenous variation generated by the decision rule to identify the impact of these remedial programs. It utilized Chicago Public School data on test scores, demographics, bilingual and special education status, and residential and school mobility. Students in grades 3-6 were followed for 5 years. Results showed that summer school increased academic achievement in reading and mathematics and that these positive effects remained substantial at least 2 years following completion of the program. In contrast to prior studies, retention had no negative consequences on the academic achievement of students retained in third grade and in fact may have increased short-term performance. The impact of retention on older students was mixed, with no impact on math and a negative effect on reading. (Contains 7 figures, 9 tables, and 34 references.) (SM) initial 1993 study, 828 children in 176 centers in North Carolina, California, Colorado, and Connecticut were followed from their 3-year-old year in child care through the end of second grade to examine relations between preschool child care quality and children's language, cognitive, and social development. This follow-up gathered school records and parent survey data on 339 children through the end of elementary school to examine longer-term indicators of school success, with this paper focusing on findings from the parent survey. Findings indicated that most parents reported that their children were performing well. Maternal education moderated the associations between child care quality and outcomes, indicating greater long-term effects for children of mothers with lower education levels. Teacher-child closeness was related to elementary school adjustment over time, with stronger effects for children of mothers with lower educational levels. Quality of preschool classroom practices predicted later school adjustment by sixth grade for children of mothers with lower educational levels, while there were no differences on the basis of preschool quality for children of mothers with higher educational levels. School adjustment scores for children of mothers with lower educational levels who experienced higher quality child care were similar to those of children whose mothers had higher levels of education. (Contains 17 references, 4 figures, and 1 table.) (KB)

ED 464 728 PS 030 339

Rosa, Susan B.
Understanding the Role and Potential Impact of Nonverbal Communication in the Primary Inclusion Classroom.
PUB DATE- 02
NOTE- 19p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Sarasota, FL, February 27 - March 2, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Grade 2; *Inclusive Schools; Interaction; *Nonverbal Communication; Primary Education; Special Needs Students; Student Behavior; Teacher Behavior; *Teacher Student Relationship

This research study examined the nature of nonverbal teacher-student interaction in a second-grade inclusive classroom. The purpose of the study was to compare the nonverbal behaviors of children who are considered average in ability with those who are perceived as cognitively challenged, while they are engaged in general classroom instruction in both large and small group settings. The study also examined the nonverbal behaviors of one teacher as she interacted with a select group of students within the context of a naturalistic classroom environment. Data collection involved classroom observations--noting context, formal and informal discussions with the teacher regarding lesson instruction, student profiles, and overall study validity--and the videotaping of small and large group math lessons. Analyses indicated that the most common nonverbal behavior exhibited by both the special education students (SES) and general education students (GES) was "attending to procedure" under the category of Eye Focus. The SES varied more among themselves in the "verbal" eye contact category, and the "teacher" eye focus and "non-attending" subcategories that did the GES. "Verbal" eye contact and "attending to student" and "attending to procedure" in the Eye Focus category were the

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Attitudes; *Adolescent Development; *Adolescents; Developmental Stages; Family Environment; Mothers; *Parent Child Relationship; *Parenting Styles; *Personal Autonomy
IDENTIFIERS- Authoritarian Parenting; Authoritative Parenting; Maternal Responsiveness

This study examined the role of parenting style on adolescents attitudes toward nurturance and self-determination rights. Subjects were 121 adolescents (48 males and 72 females, 1 not identified), ranging in age from 11 to 16 years, and their parents. Subjects completed measures for parenting style, attitudes toward nurturance and self-determination rights issues, and attitudes toward political issues. The adolescents completed the parenting style questionnaire twice, once for each parent, and the rights questionnaire was completed as it applies to a 12-year-old child. Responses indicated that adolescents' attitudes toward self-determination issues, but not nurturance issues, were related to the level of perceived responsiveness of their mother; a low level of responsiveness was associated with greater endorsement of these rights issues. In other words, controlling for age and sex, adolescents who perceived their mothers as authoritative had, on average, lower scores on the self-determination scale of the Children's Rights Attitudes Questionnaire (CRAQ) than adolescents who perceived their mother as either uninvolved or authoritarian. This finding was contrary to expectation, but provides evidence that young people's attitudes toward self-determination rights are shaped by experiences at home, though in response to a parent whom they perceived to be not encouraging of their psychological development and responsive to their needs. It is suggested that a strong commitment to self-determination rights by adolescents may be a negative outcome, reflecting an unqualified sense of entitlement and lack of awareness of one's rights bounded by the rights of others. The effect of responsiveness in parenting may serve to temper these beliefs and moderate the strong endorsement of self-determination rights issues. (Contains 10 references.) (HTH)

ED 464 747 PS 030 370

Laverty, Kassin; Siepak, Kathy; Burton, Alice; Whitebook, Marcy; Bellm, Dan
Current Data on Child Care Salaries and Benefits in the United States.
SPONS. AGENCY- Foundation for Child Development, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; Teaching Strategies, Inc., Washington, DC.
PUB DATE- 02
NOTE- 33p.; For the 2001 edition, see ED 452 985.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Care Occupations; *Child Caregivers; *Compensation (Remuneration); Day Care; Early Childhood Education; Fringe Benefits; Health Insurance; Labor Turnover; *Preschool Teachers; Program Descriptions; Salary Wage Differentials; Tables (Data); *Teacher Salaries; Wages
IDENTIFIERS- United States

This report presents the most recent salary and benefits data available for the U.S. child care workforce. Mean and median level child care salaries are compared to the median salaries of other occupations. In addition, data for average wages of pretend play, this article defines the cluster of concepts related to pretend play and cognition, and briefly synthesizes the latest research on the role of such play in children's cognitive, social, and academic development. The article notes that there is growing evidence to suggest that high-quality pretend play is an important facilitator of perspective taking and later abstract thought, that it may facilitate higher-level cognition, and that there are clear links between pretend play and social and linguistic competence. The article also notes that there is still a great need for research on the relationship between high-quality pretend play and development of specific academic skills. The article concludes with a discussion of the challenges and potential policy directions suggested by the research findings. (Contains 44 references.) (Author/HTH)

ED 464 764 PS 030 403

Kirova, Anna; Bhargava, Ambika
Learning To Guide Preschool Children's Mathematical Understanding: A Teacher's Professional Growth.
PUB DATE- 02
NOTE- 20p.; In: Early Childhood Research & Practice: An Internet Journal on the Development, Care, and Education of Young Children, Spring 2002; see PS 030 400. Published biannually.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Check Lists; Classroom Environment; Constructivism (Learning); *Mathematical Concepts; Mathematics Instruction; *Play; *Preschool Children; Preschool Education; *Preschool Teachers; Professional Development; *Teacher Role

The National Council of Teachers of Mathematics emphasizes that young children need play-based opportunities to develop and deepen their conceptual understanding of mathematics. From a social-constructivist perspective, learning is more likely to occur if adults or more-competent peers mediate children's learning experiences. Emphasizing both the developmental and the curricular perspectives, this article focuses on the role of the teacher in guiding preschool children's mathematical learning while they play with everyday materials. Professional growth in three areas was identified as critical in teachers' learning to guide young children's learning of mathematical concepts. The three areas are: the ability to recognize children's demonstrated understanding of mathematical concepts; the ability to use mathematical language to guide their progress from behavioral to representational understanding of mathematical concepts; and the ability to assess systematically children's understanding of mathematical concepts. Checklists tracing the development of three fundamental mathematical concepts--one-to-one correspondence, classification, and seriation--are suggested as tools for teachers to monitor preschool children's learning of mathematical concepts and plan appropriate learning experiences within children's zones of proximal development. The article asserts that creating an environment that is mathematically empowering and mediating children's experiences in this environment establish the foundation for constructing, modifying, and integrating mathematical concepts in young children. The three checklists are appended. (Contains 26 references.) (Author/HTH)

ED 464 765 PS 030 404

the desire to maintain stable family structures. In addition, it is very difficult for states to alter inequitable rural rules of residence and land ownership, which form part of the moral order of rural society. Transition to an urban economy often loosens the constraints to gender equity. The impact of policies to provide opportunities for women's empowerment have been greatly enhanced by communication efforts to alter cultural values that impede women's access to those opportunities. (Contains 59 references.) (SV)

ED 464 782 RC 023 504

Urban Indian Education Research Summit (2nd, Milwaukee, Wisconsin, May 18-19, 2001). Summary Report .
PUB DATE- 01
NOTE- 23p.; For the 2000 meeting, see ED 456 976.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *American Indian Education; Culturally Relevant Education; *Educational Research; Elementary Secondary Education; Higher Education; *Research Needs; *Urban American Indians

A second annual education summit examined research issues and research needs in urban American Indian education. This report summarizes three panel discussions and lists relevant articles, Web sites, and participants. An introduction by Linda Sue Warner discusses the Indian Community School of Milwaukee and its goals of preparing Indian students for lifelong learning in the context of traditional values; the need for better statistics on urban American Indians; and thoughts on developing a culturally relevant institutional review board for American Indian research. In the first panel session, Gerald Gipp, David Beaulieau, Carol Anne Hart, and Ernie Stevens, Jr., discussed research needs in Indian education, focusing on the role of tribal colleges, the Executive Order for a research agenda on American Indian educational research, and the economic and social well-being of urban Indian communities. The second panel session provided examples of current research in curriculum, policy, and leadership: "The Role of Language and Culture in the Education of Indian Children" (Tarajean Yazzi); "Exceptional Education" (Susan Faircloth); "Infusing Culture and Standards into the Curriculum" (Sandra Fox); and "Teacher - Research Project in the Fairbanks School District" (Allison Meadow). In the third session, small groups of participants proposed 14 themes for Indian educational research, including suggestions for variables and populations to be studied. The fourth session is "Incorporating Academics into American Indian Culture." (Katrina Coker, Amy Trom, and Carson Singer). (SV)

ED 464 783 RC 023 505

Morford, Linda M.
Learning the Ropes or Being Hung: Organizational Socialization Influences on New Rural High School Principals.
PUB DATE- 02
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires,

Class
IDENTIFIERS- *Latin America; United States

This book aims to unveil some of the intricacies and paradoxes in the links among education, poverty, and inequality in the Americas by offering a current account of the status of educational opportunities for low-income groups. The goal is to offer various frameworks to conceptualize the dynamics of educational inequality at the micro-level and to discuss, based on empirical evidence, the short- and long-term impact of various policy efforts aimed at expanding the learning opportunities of poor children. The book covers Argentina, Chile, Colombia, Mexico, Peru, and the United States, with two chapters on Latin America as a region. Analyses frequently point out the particular disadvantagement of rural and indigenous children. Chapters are: (1) "What Can We Learn from Studying Educational Opportunity in the Americas and Why Should We Care?" (Fernando Reimers); (2) "Perspectives in the Study of Educational Opportunity" (Fernando Reimers); (3) "Excellence, Equity, and Diversity in Education" (Charles V. Willie); (4) "Educational Opportunity and Policy in Latin America" (Fernando Reimers); (5) "Educating the Poor in Latin America and the Caribbean: Examples of Compensatory Education" (Donald Winkler); (6) "Can Education Measure Up to Poverty in Argentina?" (Ines Aguerrondo); (7) "Educational Policies and Equity in Chile" (Juan Eduardo Garcia-Huidobro); (8) "Education and Poverty in Chile: Affirmative Action in the 1990s" (Ernesto Schiefelbein, Paulina Schiefelbein); (9) "Equity and Education in Colombia" (Alfredo Sarmiento Gomez); (10) "Poverty and Education in Mexico, 1984-1996" (Teresa Bracho); (11) "The Schooling Situation of Children in Highly Underprivileged Rural Localities in Mexico" (Patricia E. Muniz); (12) "Education and Indian Peoples in Mexico: An Example of Policy Failure" (Sylvia Schmelkes); (13) "Function and Evaluation of a Compensatory Program Directed at the Poorest Mexican States: Chiapas, Guerrero, Hidalgo, and Oaxaca" (Carlos Munoz Izquierdo, Raquel Ahuja Sanchez); (14) "Education and Poverty in Peru" (Kin Bing Wu, Patricia Arregui, Pete Goldschmidt, Arturo Miranda, Suhas Parandekar, Jaime Saavedra, Juan Pablo Silva); (15) "Policy and Equity: Lessons of a Third of a Century of Educational Reforms in the United States" (Gary Orfield); and (16) "Conclusions: Can Our Knowledge Change What Low-Income Children Learn?" (Fernando Reimers). Thirteen chapters are followed by short commentary, written by Carlos Munoz Izquierdo, Teresa Bracho, Jorge Padua, Terrence Tivnan, Noel McGinn, Lewis A. Tyler, Emily Hannum, Suzanne Grant Lewis, John H. Coatsworth, Richard Murnane, and Sylvia Schmelkes. (Contains references in each chapter and an index.) (SV)

ED 464 801 RC 023 547

Guttman, Cynthia
Breaking Through: TOSTAN's Non-Formal Basic Education Programme in National Languages in Senegal. Education for All: Making It Work. Innovation Series.
PUB DATE- 95
NOTE- 45p.; Photographs and 4 pages with background graphics may not reproduce adequately. Available in English and French. For number 5, see ED 380 210.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Community Action; *Community Development; Foreign Countries; Health Education; Language of

(YDS)

ED 464 823 SE 066 102

Data Analysis Measurement: Having a Solar Blast! NASA Connect: Program 7 in the 2001-2002 Video Series. Videotape .
PUB DATE- 02
NOTE- 0p.; Videotape is closed captioned.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Data Analysis; *Distance Education; Educational Technology; Elementary Education; *Inquiry; *Instructional Materials; Integrated Curriculum; Mathematics Education; *Problem Solving; Space Sciences; Standards; Videotape Recordings

NASA Connect is an interdisciplinary, instructional distance learning program targeting students in grades 6-8. This videotape explains how engineers and researchers at the National Aeronautics and Space Administration (NASA) use data analysis and measurement to predict solar storms, anticipate how they will affect the Earth, and improve understanding of the Sun-Earth system. Mathematics standards addressed in the video include data analysis, measurement science standards, science as inquiry, Earth and space science, science and technology, history and nature of science. (YDS)

ED 464 824 SE 066 103

The NASA "Why?" Files: The Case of the Phenomenal Weather. Program 7 in 2001-2002 Video Series. Videotape .
PUB DATE- 01
NOTE- 0p.; With an introduction by Tony Perkins." Videotape is closed captioned.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Educational Technology; Elementary Education; Hurricanes; *Inquiry; *Instructional Materials; Meteorology; *Problem Solving; Science Education; Tornadoes; Videotape Recordings; *Weather

The National Aeronautics and Space Administration (NASA) has produced a distance learning series of four 60-minute video programs with an accompanying Web site and companion teacher guides designed for students in grades 3-5. The story lines of each program or episode involve six inquisitive school children who meet in a treehouse. They seek the solution of a particular problem, and the NASA "Why?" Files series follows them through the steps of their investigation and final conclusion. The series uses problem-based learning to introduce students to NASA research and missions from physical, Earth, life, and computer science fields. It is designed to model the problem-based learning approach and provide students with the opportunity to learn subject matter and simultaneously develop problem-solving skills while engaged in real-world situations. In this video, the tree house detectives learn about violent storms such as hurricanes and tornadoes, weather fronts, global wind patterns, and climate. While solving the case, students discover that predicting the weather is not predictable at all. (YDS) epistemologies about the nature of models with written assessments and clinical interviews were investigated and evidence that modeling knowledge (epistemological understanding of models) was significantly correlated with improvement in content knowledge was found. Through analysis of classroom videotapes, notes, and student journals in both studies, several useful contexts for promoting modeling knowledge was also found. These contexts included engaging students in using well-designed computer-simulated dynamic models that can be useful for solving relevant problems, using and creating physical and conceptual models, reflecting on the nature of models, and evaluating models with model-specific criteria. The two different studies also indicate that different contexts and model-use elicited different epistemological views about models from the students. The seventh-grade students thought of models as abstract, more or less equivalent in value to one another, and useful for testing/exploring their own theories. The preservice teachers thought of models as concrete/visual representations more or less valuable depending on their accuracy and limitations, and useful for visualizing phenomena and learning the correct scientific knowledge for teaching their future students. (Contains 28 references.) (MM)

ED 464 843 SO 032 540

Gartland, Diane M.
Biba San Dymphna: Cultural Security and Mental Health on Guam.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; *Cultural Relevance; *Mental Health; *Mental Health Programs; Program Effectiveness
IDENTIFIERS- Celebrations; Guam; Historical Background; Rituals; Roman Catholic Church

Nearly 20 years ago a culturally relevant program was created on the island of Guam. Inspired by the Gheel, the Belgium colony's humanized treatment of the mentally ill, the program is based on the island's Spanish heritage and makes use of Roman Catholic ritual in communal assembly and in commemorating developmental attainments. Beginning as a festal celebration, the program has continued to flourish as an impetus to the growth of the mental health movement on Guam. This paper gives the historical background of the St. Dymphna fiesta, discusses the objectives of the fiesta program, variations in the notion of personhood and mental/emotional vitality across cultures, and the mechanism of integrating traditional cultural customs with innovations in mental health. (Contains 14 references.) (BT)

ED 464 844 SO 033 306

Rinetti, Carolyn
Marco Polo.
PUB DATE- 99
NOTE- 16p.; Lesson developed at the University of California-Berkeley, Office of Resources for International and Area Studies Summer Institute for Teachers on Cultural Interaction in the Medieval World (July 19-23, 1999).

Problems; Social Studies; *World Problems
IDENTIFIERS- *Global Issues; *Student Engagement

Global hunger is one of the most urgent health and social problems the world faces at the beginning of the new millennium. In a world that produces enough food to feed every human being on the planet, there are still some 830 million people who do not get enough food on a daily basis. About 24,000 people die each day from the effects of hunger; many of them are children. This activity guide is intended to help future generations understand and become involved in world hunger issues, designed to help educate U.S. students in intermediate grades 6, 7, and 8 about global hunger, and to provide activities for student involvement in world hunger issues. The guide is divided into five broad sections: (1) "Introducing 'Going Global'"; (2) "Guidance for 'Going Global' Leaders: Helping Leaders Succeed"; (3) "Increase Knowledge about Food and Nutrition: Explaining Nutrients and Their Sources"; (4) "Understanding the Cause of Global Hunger: Food System Failures and Hunger"; and (5) "Getting Involved in Global Hunger Issues: Become a Part of the Solution." (Contains a resource section and glossary.) (BT)

ED 464 864 SO 033 806

Byer, John L.
Approaches for Motivating and Enabling Eighth Graders To Comprehend History Textbooks.
PUB DATE- 02
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Content Area Reading; Grade 8; *History Textbooks; Junior High Schools; *Learning Strategies; Prior Learning; *Reading Comprehension; Social Studies; *United States History
IDENTIFIERS- Comprehension Monitoring; *Content Learning; Text Organization

This paper suggests a three-step approach for motivating and enabling eighth graders to authentically attempt to comprehend assigned passages from their U.S. history textbooks. The steps are the following: (1) attempt to activate prior knowledge and interest in textual readings by using relevant materials and varied literary sources to motivate students' interest and involvement in trying to carefully read and comprehend their history textbooks; (2) present textual organizing strategies designed specifically to promote comprehension of specific sections of history textbooks and suggest instruction in formulating questions and charts that alert students to the text's main ideas and central concepts as a means of assisting students with overcoming unique reading comprehension difficulties that are posed by history textbooks; and (3) advocate teacher-facilitated class discussion and small group work as a means of monitoring and verifying students' comprehension of main ideas and concepts from their history textbooks. Articles cited from professional journals provide evidence that the teaching approaches advocated may motivate and enable students to comprehend their history textbooks. (BT)

ED 464 865 SO 033 807

DeVito, Donald R.
A Survey of Beginning Band Methods for Elementary, Middle and High School Band Programs.
PUB DATE- 02

Variations on a Blue Guitar: The Lincoln Center Institute Lectures on Aesthetic Education.
PUB DATE- 01
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Aesthetic Education; *Aesthetics; *Art Education; *Art Teachers; Cultural Pluralism; Educational Change; Global Approach; Higher Education; Self Concept; Teacher Education
IDENTIFIERS- Teaching Perspectives

This book contains a collection of never-before-published lectures touching on the topics of aesthetic education, imagination and transformation, educational renewal and reform, excellence, standards, and cultural diversity. The lectures in the book were given over a 25-year period of the educator's/author's self discovery and continuing efforts to move a diversity of teachers to discover new dimensions of themselves. Following "Introduction: Maxine Greene and Lincoln Center Institute: Setting the Context" (Scott Noppe-Brandon; Madeleine F. Holzer), the book is divided into five parts: (1) "Defining Aesthetic Education"; (2) "Imagination and Transformation"; (3) "Excellence, Standards, School Renewal and Reform"; (4) "Cultural Diversity and Community"; and (5) "Spreading the Word." (BT)

ED 464 885 SO 033 843

Winston, Linda
Grandpartners: Intergenerational Learning and Civic Renewal, K-6.
PUB DATE- 01
NOTE- 144p.; Written with Matthew Kaplan, Susan Perlstein, and Robert Tietze. Foreword by Maxine Greene.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Case Studies; Elementary Education; *Intergenerational Programs; Program Descriptions; *School Community Relationship
IDENTIFIERS- Intergenerational Factors; *Intergenerational Learning; *Intergenerational Relationship

This book documents examples of intergenerational learning, reflecting a wide range of approaches and goals. It describes a literacy enhancement project in which senior citizens work with elementary students, an intergenerational orchestra whose members range in age from 6 to 88, an intergenerational living history theater project, and an across-age community-service/action program. The book offers specific advice on how to plan, develop, and sustain similar programs, along with resources to assist those efforts. The resources include an annotated bibliography of children's literature with intergenerational themes. The final chapter reviews new directions for intergenerational learning and their far-reaching implications for educators. Each of the programs reflects the creation of genuine bonds among the participants that produce benefits beyond the perfunctory subject to subject contact. (Cites 70 works.) (BT)

ED 464 886 SO 033 845

subjectivity, clarifying learning criteria, and relating evidence to purpose); (4) "Grading and Reporting Methods" (e.g., letter grades, categorical grades, and percentage grades); (5) "Special Issues in Grading and Reporting" (e.g., grading on the curve, selecting valedictorians, and setting grade cutoffs); (6) "Developing Better Grading and Reporting Systems" (e.g., the importance of purpose, the challenge of effective communication, and technology and grading); and (7) "Making Improvements in Grading and Reporting"_(working with teachers, working with children, and gradual change strategies). (Contains 120 references.) (SM)

ED 464 907 SP 040 722

Flexibility for Quality Programs and Innovative Ideas for High Quality Teachers. Hearing before the Subcommittee on Postsecondary Education, Training and Life-Long Learning of the Committee on Education and the Workforce. House of Representatives, One Hundred Sixth Congress, First Session (Washington, DC, May 5, 1999).
PUB DATE- 99
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Quality; Elementary Secondary Education; *Faculty Development; Federal Aid; Federal Government; *Government Role; Hearings; *Teacher Competencies; Teacher Improvement; *Teaching Skills
IDENTIFIERS- Congress 106th; Dwight D Eisenhower Professional Development Prog

This hearing focused on issues related to teacher quality. It examined the role of the federal government in providing funds for professional development and looked at the largest federal program dedicated to this area, the Eisenhower Professional Development Program. After opening statements by Chairman Howard P. McKeon and Ranking Member Matthew Martinez, both of the Subcommittee on Postsecondary Education, Training and Lifelong Learning, Committee on Education and the Workforce, the hearing included statements from: Marnie S. Shaul, Associate Director, Education and Employment Issues, General Accounting Office, Washington, DC; Beatrice F. Birman, Director, National Evaluation of the Eisenhower Professional Development Program, American Institutes for Research, Washington, DC; David A. Bauman, Director, Capital Area Math/Science Alliance, Summerdale, PA; Colleen Seremet, Assistant Superintendent for Instruction, Board of Education of Dorchester County, Cambridge, MD; and Louisa Moats, Project Director, NICHD, University of Texas at Houston, Early Interventions Project, Washington. DC. The written opening statement and written testimonies are appended. (SM)

ED 464 908 SP 040 723

Garman, J. F.; Crider, Duane A.
HIV/AIDS Education: A Six-Year Comparison of Secondary Level Effectiveness.
PUB DATE- 02
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; College Students; *Comprehensive School Health Education; Higher

Adolescents.
PUB DATE- 02
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Cross Cultural Studies; Foreign Countries; High School Students; High Schools; Individualism; International Education; *Moral Values; *Student Attitudes
IDENTIFIERS- Collectivism; *Self Regulation

A comparative study of value orientations among Finnish and Chinese adolescents was conducted focusing on how secondary school students in these two cultures understand the purpose and meaningfulness of their lives and the value purposes they foresee in the future. The survey took place in the comprehensive schools of suburban towns in Finland and China. The 342 Finnish and 183 Chinese students were all in grade 9. Data came from the Purpose in Life Test (J. Crumbaugh and L. Maholik, 1969, as modified by H. Niemie (1987), Deans Alienation Scale (D. Dean 1961, as modified by Niemie, 1987), and a value purpose questionnaire developed for the study. Results reveal the different cultural orientations of the two societies. In Finland, young people have a very individualistic view of their lives and seem very self-regulated and self-determined. In social issues, they are less empowered than Chinese teenagers, who grow up in a society in which family and collective values are emphasized. Some limitations of the study, in terms of translation and student age, are discussed. Three appendixes contain three tables of study data. (Contains 9 tables and 25 references.) (SLD)

ED 464 928 TM 033 858

Frye, Ann W.; Szauter, Karen M.; Litwins, Stephanie D.; Ofoegbu, Esther N.
Validating Processes for Using Curriculum Objectives as Standards in Curriculum Evaluation.
PUB DATE- 02
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Curriculum; *Data Collection; Educational Objectives; *Generalizability Theory; Higher Education; Medical Education; *Medical Students; *Validity
IDENTIFIERS- University of Texas Medical Branch Galveston

This paper describes the processes for collecting information about the objectives of a medical school curriculum and the validation studies of those processes. Major revisions were implemented in the curriculum of the first 2 years at the University of Texas Medical Branch (UTMB) in 1998. In the 2000-2001 academic year, student and faculty groups were asked to reflect on the curriculum objectives using processes tailored to each group's perspective. First and second year medical students (42 to 102 raters per course) documented the degree of emphasis on each objective they experienced in each course. Graduating students (n=170) recorded the emphasis on each objective experienced in the third and fourth years. Curriculum intellectual development of students. This case study from Texas describes the reflective discussion group in which teachers in a high-stakes testing situation met monthly to focus on what student writing revealed about their teaching practices. Six elementary school teachers and the researcher held reflective meetings, and the content of the meetings was analyzed. The reflective conversation data are supported by interviews with the teachers. The discussions fell into three phases, discourse related to Barriers to Change, discourse focusing on Conditions for Change, and a final Discourse of Change in which teachers begin to think not only about their current teaching, but on what they could do in the future. The school experienced a dramatic increase in scores on the Texas Assessment of Academic Skills (TAAS), jumping from a 44% pass rate to a pass rate of 68% and moving from low performing to acceptable. This change was attributed to schoolwide emphasis on literacy and using the TAAS to inform instructional practice rather than to dictate instruction. Teachers also credited the reflective conversations in helping them understand their roles as teachers and guides. (Contains 12 references.) (SLD)

ED 464 948 TM 033 879

Williamson, David M.; Johnson, Matthew S.; Sinharay, Sandip; Bejar, Isaac I.
Hierarchical IRT Examination of Isomorphic Equivalence of Complex Constructed Response Tasks.
PUB DATE- 02
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bayesian Statistics; *Constructed Response; Estimation (Mathematics); *Evaluation Methods; High Stakes Tests; *Item Response Theory; Markov Processes; Monte Carlo Methods; Test Construction
IDENTIFIERS- *Calibration

This paper explores the application of a technique for hierarchical item response theory (IRT) calibration of complex constructed response tasks that has promise both as a calibration tool and as a means of evaluating the isomorphic equivalence of complex constructed response tasks. Isomorphic tasks are explicitly and rigorously designed to be highly similar in domain-relevant characteristics and evaluation standards. A related task model was used in which each item was modeled with a separate item response function, but the isomorphic tasks were related through a hierarchical model. The model was implemented in software that conducted Bayesian Markov Chain Monte Carlo (MCMC) estimation to estimate the joint posterior of all model parameters by integrating over the posterior distribution of model parameters given the data. The study analyzed operational data from a high-stakes assessment consisting of a number of complex constructed response tasks. The MCMC estimation procedure was conducted through 100,000 iterations. The item characteristic curves (ICCs) for the six isomorphic families were determined. In general, the families of isomorphic tasks showed considerable similarity in the item response functions for their respective members as well as for the family response function for the isomorphic set. Results suggest that efforts to construct complex constructed response tasks that are isomorphic equivalent tasks can range somewhat

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Adjustment (to Environment); Coping; *Cultural Differences; Elementary Secondary Education; Employment; English (Second Language); Ethnicity; Hispanic Americans; Hmong People; *Immigrants; Refugees; Stress Variables; Urban Areas
IDENTIFIERS- Latinos; Minnesota (Minneapolis); Minnesota (Saint Paul); Russians; Somalis

This study examined reasons for the recent wave of immigration to the Minneapolis/St. Paul, Minnesota, area, interviewing Hmong, Somalis, Russians, and Hispanics/Latinos who were born outside of the United States. Interviews examined reasons for leaving the native land, what immigrants found when they arrived, and how they coped and adapted. Most immigrants moved to the United States after 1970. Most of the Hmong, Russians, and Somalis left their native lands because of fighting or danger. Most people immigrated for family and employment reasons. Most spoke a language other than English at home, about one-third speaking English very well, and one-fifth not speaking English at all. One in four immigrants took classes to improve their English. Most immigrants said that Americans were usually friendly to them. Nearly half missed their native land and hoped to return, while one-third missed it but were glad they left. Distinct differences between the groups included: Hispanics were most likely to feel that their children's teachers knew enough about their culture, Hmong were most likely to report mean or unkind treatment by Americans, Russians were most likely to be glad they left their native land, and Somalis were most likely to hope to return to their native country someday. (SM)

ED 464 968 UD 034 972

Rector, Robert; Johnson, Kirk A.; Fagan, Patrick F.
The Effect of Marriage on Child Poverty.
PUB DATE- 02
NOTE- 12p.; A Report of the Heritage Center for Data Analysis.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Child Welfare; Children; Family Income; *Family Status; Marital Status; *Marriage; *One Parent Family; *Poverty

This report examines what share of the current level of child poverty in the United States can be attributed to the growth of single parenthood since the 1960s, focusing on what the child poverty rate would be today if single parent families had remained at the levels that existed before the beginning of the war on poverty. Researchers simulated the effects of higher marriage rates using data from the U.S. Bureau of the Census for the year 2000. They matched a portion of single parents with potential spouses who were identical in age, race, and educational level, then hypothetically joined these couples into one household and determined whether they would be poor based on the couple's combined income. Results found that the decline of marriage since the 1960s has been a substantial factor behind the current high levels of child poverty. Child povertv would be nearly a third lower today if the traditional two-parent family had not deteriorated over the past 3 decades. The results show that when poor single mothers are married to single men of similar age, race, and education, their marriage lifts the family out of poverty in about 80 percent of the cases. (Contains eight tables and two charts.) (SM) different aspects of people's lives when growing up. Family factors had the strongest explanatory power, followed by schooling variables. There was a strong correlation between the characteristics of area of residence and family and school. The results provide evidence that the advantage or disadvantage associated with family background is compounded by young people's experiences in school, and in some cases, area of residence. Tables are appended. (Contains 11 references.) (SM)

ED 464 988 UD 035 015

Micklewright, John
Social Exclusion and Children: A European View for a U.S. Debate. CASE Discussion Paper.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 02
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Welfare; *Children; Foreign Countries; Government Role; Inner City; *Social Bias; Welfare Recipients; Welfare Reform; Welfare Services
IDENTIFIERS- Equality (Social); European Union; United Kingdom

The concept of social exclusion has been widely debated in Europe, though there has been little discussion of its application to children. This paper examines what is meant by exclusion of children, considering the choice of reference group, the geographical dimensions of exclusion, and the issue of who is responsible for any exclusion of children. It looks at social exclusion in the United Kingdom and in the European Union, then it goes on to discuss the use of the concept of exclusion in the United States, where in contrast to Europe, it has achieved little penetration to date. To assess whether there are grounds for discussion of social exclusion as it relates to children in the United States, the paper focuses on various features of U.S. society and institutions, including the measurement of poverty, analysis of children's living standards, state versus federal responsibilities, welfare reform, the emphasis on personal responsibility, and politics and the economy. (Contains 58 references.) (SM)

ED 464 989 UD 035 016

Uehara, Denise; Flores, Juan
Diversity in Action: Improving Educational Research in the Pacific Region. PREL Briefing Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 10p.; Written with L. David van Broekhuizen and Beth Collins.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Differences; *Diversity (Student); *Educational Research; Elementary Secondary Education; Gender Issues; Language Usage; Pacific Americans; *Racial Bias; Reading Achievement
IDENTIFIERS- *Pacific Region

Conducting educational research is a complex endeavor, even

ED 465 008 UD 035 094

Afridi, Sam
Muslims in America: Identity, Diversity and the Challenge of Understanding. 2001 Carnegie Challenge.

PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Blacks; *Cultural Awareness; *Cultural Differences; *Ethnic Stereotypes; Interfaith Relations; Islam; *Islamic Culture; *Muslims; Racial Bias
IDENTIFIERS- Black Muslims

This paper discusses challenges and opportunities facing Muslims in the United States, where between 5 to 8 million Muslims live (the fastest growing religion in the country). American Muslims face many challenges, and the public has little understanding of the teachings and practice of Islam. Muslims are prone to negative stereotypes, ethnic profiling, and attacks equating Islam with terrorism and radicalism. U.S. Muslims reflect a rich mosaic of ethnic, racial, linguistic, tribal, and national identities. However, despite multi-racial, multi-ethnic, and multifaceted differences, they are often portrayed as a homogenous group. Americans must look beyond ethnic stereotypes and gain a greater appreciation of Muslim diversity. Muslims have to define what it means to be an American Muslim in the 21st century, dealing with such issues as cultural isolation and women's rights. Many African Americans have embraced mainstream Islam, though they feel a sense of exclusion from the immigrant Muslim community. As Muslims move from the margins to the mainstream of American society, they encounter "Islamaphobia," often exacerbated by the media. Multi-faith conversations can help overcome stereotypes and build true acceptance. (SM)

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UD035011	ED464984
UD035012	ED464985
UD035013	ED464986
UD035014	ED464987
UD035015	ED464988
UD035016	ED464989
UD035021	ED464990//
UD035022	ED464991
UD035023	ED464992
UD035024	ED464993
UD035025	ED464994
UD035028	ED464995
UD035031	ED464996
UD035032	ED464997
UD035034	ED464998//
UD035039	ED464999
UD035042	ED465000
UD035044	ED465001
UD035050	ED465002
UD035051	ED465003
UD035052	ED465004
UD035053	ED465005
UD035056	ED465006
UD035060	ED465007
UD035094	ED465008

CE083225	ED464258
CE083226	ED464259
CE083227	ED464260
CE083228	ED464261
CE083230	ED464262
CE083233	ED464263
CE083234	ED464264
CE083235	ED464265
CE083236	ED464266
CE083294	ED464267

CG - Counseling and Student Services

CG031688	ED464268
CG031689	ED464269
CG031690	ED464270
CG031691	ED464271
CG031692	ED464272
CG031693	ED464273
CG031694	ED464274
CG031695	ED464275
CG031696	ED464276
CG031697	ED464277
CG031698	ED464278
CG031699	ED464279
CG031700	ED464280
CG031701	ED464281
CG031702	ED464282
CG031703	ED464283
CG031704	ED464284
CG031705	ED464285
CG031706	ED464286
CG031707	ED464287
CG031708	ED464288
CG031709	ED464289
CG031710	ED464290
CG031712	ED464291
CG031714	ED464292
CG031716	ED464293
CG031718	ED464294
CG031719	ED464295
CG031720	ED464296
CG031722	ED464297
CG031724	ED464298
CG031725	ED464299
CG031726	ED464300
CG031727	ED464301
CG031730	ED464302
CG031734	ED464303
CG031736	ED464304
CG031737	ED464305
CG031739	ED464306
CG031740	ED464307
CG031747	ED464308
CG031748	ED464309
CG031749	ED464310
CG031750	ED464311
CG031751	ED464312
CG031752	ED464313

CS - Reading, English, and Communication

CS014594	ED464314
CS014595	ED464315

CS014598	ED464316
CS510759	ED464317
CS510760	ED464318
CS510763	ED464319
CS510768	ED464320
CS510777	ED464321
CS510779	ED464322
CS510787	ED464323
CS510792	ED464324
CS510803	ED464325
CS510808	ED464326
CS510827	ED464327//
CS510866	ED464328
CS510867	ED464329
CS510868	ED464330
CS510879	ED464331
CS510881	ED464332//
CS510882	ED464333
CS510883	ED464334
CS510884	ED464335
CS510885	ED464336
CS510890	ED464337
CS510938	ED464338
CS510945	ED464339
CS510946	ED464340
CS510947	ED464341
CS510948	ED464342
CS510950	ED464343
CS510951	ED464344
CS510952	ED464345
CS510953	ED464346
CS510955	ED464347
CS510956	ED464348
CS510957	ED464349
CS510959	ED464350
CS510960	ED464351
CS510961	ED464352
CS510963	ED464353
CS510965	ED464354
CS510966	ED464355
CS510970	ED464356
CS510975	ED464357
CS510976	ED464358
CS510981	ED464359
CS510984	ED464360
CS510998	ED464361
CS511101	ED464362
CS511123	ED464363
CS511124	ED464364
CS511125	ED464365
CS511126	ED464366
CS511127	ED464367
CS511128	ED464368
CS511129	ED464369
CS511130	ED464370
CS511131	ED464371
CS511132	ED464372
CS511133	ED464373
CS511134	ED464374
CS511140	ED464375
CS511146	ED464376

EA - Educational Management

EA031421	ED464377//
EA031422	ED464378
EA031423	ED464379
EA031524	ED464380
EA031585	ED464381
EA031586	ED464382//
EA031587	ED464383
EA031588	ED464384
EA031589	ED464385
EA031590	ED464386
EA031592	ED464387
EA031594	ED464388
EA031595	ED464389
EA031596	ED464390
EA031597	ED464391
EA031598	ED464392
EA031599	ED464393
EA031600	ED464394
EA031613	ED464395
EA031622	ED464396
EA031633	ED464397
EA031634	ED464398
EA031635	ED464399
EA031636	ED464400
EA031637	ED464401
EA031638	ED464402
EA031639	ED464403
EA031640	ED464404
EA031641	ED464405
EA031642	ED464406
EA031643	ED464407
EA031644	ED464408
EA031646	ED464409
EA031647	ED464410
EA031648	ED464411
EA031649	ED464412
EA031650	ED464413
EA031651	ED464414
EA031653	ED464415
EA031654	ED464416
EA031655	ED464417
EA031656	ED464418
EA031657	ED464419
EA031666	ED464420
EA031667	ED464421
EA031669	ED464422
EA031670	ED464423
EA031671	ED464424
EA031672	ED464425
EA031673	ED464426

EC - Disabilities and Gifted Education

EC308899	ED464427
EC308929	ED464428
EC308930	ED464429
EC308931	ED464430
EC308932	ED464431
EC308933	ED464432//
EC308934	ED464433
EC308935	ED464434
EC308936	ED464435
EC308937	ED464436
EC308939	ED464437//

EC308940	ED464438
EC308941	ED464439
EC308942	ED464440//
EC308953	ED464441
EC308954	ED464442
EC308955	ED464443
EC308956	ED464444
EC308957	ED464445
EC308958	ED464446
EC308959	ED464447
EC308960	ED464448
EC308961	ED464449
EC308962	ED464450
EC308963	ED464451
EC308964	ED464452
EC308965	ED464453
EC308966	ED464454
EC308967	ED464455
EC308968	ED464456
EC308969	ED464457
EC308970	ED464458
EC308971	ED464459
EC308972	ED464460
EC308973	ED464461
EC308974	ED464462
EC308975	ED464463
EC308976	ED464464
EC308977	ED464465
EC308978	ED464466
EC308981	ED464467
EC308983	ED464468
EC308984	ED464469
EC308985	ED464470

EF - Eric Facility

EF005280	ED464471
EF005851	ED464472
EF006071	ED464473//
EF006085	ED464474
EF006086	ED464475
EF006091	ED464476
EF006092	ED464477
EF006096	ED464478
EF006104	ED464479
EF006114	ED464480
EF006115	ED464481
EF006117	ED464482

FL - Language and Linguistics

FL027243	ED464483
FL027244	ED464484
FL027245	ED464485
FL027246	ED464486
FL027247	ED464487//
FL027248	ED464488//
FL027249	ED464489
FL027250	ED464490
FL027251	ED464491
FL027252	ED464492
FL027253	ED464493
FL027255	ED464494
FL027256	ED464495

FL027257	ED464496
FL027258	ED464497
FL027259	ED464498
FL027260	ED464499
FL027261	ED464500
FL027262	ED464501
FL027263	ED464502
FL027264	ED464503
FL027265	ED464504
FL027267	ED464505
FL027268	ED464506
FL027269	ED464507
FL027270	ED464508//
FL027272	ED464509//
FL027273	ED464510
FL027274	ED464511
FL027275	ED464512
FL027276	ED464513
FL027285	ED464514
FL027286	ED464515
FL027287	ED464516
FL801505	ED464517
FL801506	ED464518
FL801507	ED464519

HE - Higher Education

HE034204	ED464520
HE034205	ED464521
HE034509	ED464522
HE034510	ED464523
HE034511	ED464524
HE034512	ED464525
HE034800	ED464526
HE034801	ED464527
HE034802	ED464528
HE034804	ED464529
HE034805	ED464530
HE034806	ED464531
HE034840	ED464532//
HE034843	ED464533//
HE034844	ED464534//
HE034845	ED464535
HE034846	ED464536
HE034847	ED464537
HE034851	ED464538
HE034852	ED464539
HE034853	ED464540
HE034854	ED464541
HE034855	ED464542
HE034858	ED464543//
HE034859	ED464544
HE034860	ED464545
HE034861	ED464546
HE034862	ED464547
HE034863	ED464548
HE034864	ED464549
HE034865	ED464550
HE034866	ED464551
HE034867	ED464552
HE034868	ED464553
HE034869	ED464554
HE034870	ED464555
HE034871	ED464556

HE034872	ED464557
HE034873	ED464558
HE034874	ED464559
HE034875	ED464560
HE034876	ED464561
HE034877	ED464562
HE034878	ED464563
HE034879	ED464564//
HE034881	ED464565//
HE034882	ED464566//
HE034883	ED464567//
HE034884	ED464568
HE034885	ED464569
HE034886	ED464570
HE034887	ED464571
HE034888	ED464572
HE034889	ED464573
HE034890	ED464574
HE034920	ED464575
HE034921	ED464576
HE034922	ED464577
HE034923	ED464578
HE034924	ED464579
HE034925	ED464580
HE034926	ED464581
HE034927	ED464582
HE034928	ED464583
HE034929	ED464584
HE034930	ED464585
HE034931	ED464586
HE034932	ED464587
HE034934	ED464588
HE034935	ED464589
HE034936	ED464590
HE034937	ED464591

IR - Information and Technology

IR021175	ED464592
IR021176	ED464593
IR021177	ED464594
IR021178	ED464595
IR021179	ED464596
IR021180	ED464597
IR021181	ED464598
IR021182	ED464599//
IR021183	ED464600
IR021184	ED464601
IR021185	ED464602
IR021186	ED464603
IR021187	ED464604
IR021188	ED464605
IR021189	ED464606
IR021190	ED464607
IR021191	ED464608
IR021192	ED464609//
IR021193	ED464610//
IR021305	ED464611
IR021306	ED464612
IR021307	ED464613
IR021308	ED464614
IR021309	ED464615
IR021385	ED464616
IR021386	ED464617

IR021387	ED464618
IR021388	ED464619
IR021389	ED464620
IR021390	ED464621
IR021391	ED464622
IR021392	ED464623
IR021394	ED464624
IR021395	ED464625
IR021396	ED464626
IR021397	ED464627
IR021398	ED464628
IR021399	ED464629
IR021400	ED464630
IR021401	ED464631
IR021402	ED464632
IR021403	ED464633
IR021870	ED464634
IR058441	ED464635
IR058442	ED464636
IR058443	ED464637//
IR058444	ED464638//
IR058445	ED464639//
IR058446	ED464640
IR058455	ED464641//
IR058456	ED464642//
IR058457	ED464643//
IR058458	ED464644//
IR058459	ED464645//
IR058460	ED464646//
IR058461	ED464647
IR058462	ED464648//
IR058463	ED464649
IR058467	ED464650
IR058468	ED464651
IR058474	ED464652
IR058477	ED464653
IR058481	ED464654

JC - Community Colleges

JC020345	ED464655
JC020346	ED464656
JC020348	ED464657
JC020349	ED464658
JC020350	ED464659
JC020351	ED464660
JC020352	ED464661
JC020353	ED464662
JC020354	ED464663
JC020355	ED464664
JC020356	ED464665
JC020357	ED464666
JC020358	ED464667
JC020359	ED464668
JC020360	ED464669
JC020361	ED464670
JC020362	ED464671
JC020364	ED464672
JC020365	ED464673
JC020366	ED464674
JC020368	ED464675
JC020369	ED464676
JC020370	ED464677
JC020371	ED464678

JC020372	ED464679
JC020373	ED464680
JC020375	ED464681
JC020376	ED464682
JC020378	ED464683
JC020379	ED464684
JC020387	ED464685
JC020388	ED464686
JC020389	ED464687
JC020390	ED464688
JC020391	ED464689
JC020392	ED464690
JC020393	ED464691
JC020394	ED464692
JC020395	ED464693
JC020396	ED464694
JC020398	ED464695
JC020400	ED464696
JC020401	ED464697
JC020402	ED464698
JC020403	ED464699
JC020429	ED464700

PS - Elementary and Early Childhood Education

PS029736	ED464701
PS030220	ED464702
PS030231	ED464703
PS030232	ED464704
PS030285	ED464705
PS030297	ED464706
PS030306	ED464707
PS030307	ED464708
PS030308	ED464709
PS030309	ED464710
PS030310	ED464711
PS030312	ED464712
PS030313	ED464713
PS030314	ED464714
PS030315	ED464715
PS030316	ED464716//
PS030317	ED464717//
PS030318	ED464718//
PS030319	ED464719
PS030320	ED464720
PS030321	ED464721
PS030333	ED464722
PS030334	ED464723
PS030335	ED464724
PS030336	ED464725
PS030337	ED464726
PS030338	ED464727
PS030339	ED464728
PS030340	ED464729
PS030343	ED464730
PS030346	ED464731
PS030350	ED464732
PS030353	ED464733
PS030355	ED464734
PS030358	ED464735
PS030359	ED464736
PS030360	ED464737
PS030361	ED464738
PS030362	ED464739

PS030363	ED464740
PS030364	ED464741
PS030365	ED464742
PS030366	ED464743
PS030367	ED464744
PS030368	ED464745
PS030369	ED464746
PS030370	ED464747
PS030372	ED464748
PS030373	ED464749
PS030374	ED464750
PS030375	ED464751
PS030376	ED464752
PS030377	ED464753
PS030378	ED464754
PS030379	ED464755
PS030380	ED464756//
PS030381	ED464757//
PS030382	ED464758//
PS030383	ED464759//
PS030384	ED464760//
PS030400	ED464761
PS030401	ED464762
PS030402	ED464763
PS030403	ED464764
PS030404	ED464765
PS030405	ED464766
PS030406	ED464767
PS030407	ED464768

RC - Rural Education and Small Schools

RC023459	ED464769
RC023460	ED464770
RC023466	ED464771
RC023472	ED464772
RC023473	ED464773
RC023474	ED464774
RC023475	ED464775
RC023481	ED464776
RC023482	ED464777
RC023488	ED464778
RC023489	ED464779
RC023502	ED464780
RC023503	ED464781
RC023504	ED464782
RC023505	ED464783
RC023506	ED464784
RC023507	ED464785
RC023508	ED464786
RC023509	ED464787
RC023511	ED464788
RC023512	ED464789
RC023513	ED464790
RC023515	ED464791//
RC023517	ED464792//
RC023525	ED464793
RC023529	ED464794
RC023530	ED464795
RC023531	ED464796
RC023537	ED464797//
RC023538	ED464798
RC023539	ED464799
RC023540	ED464800//

RC023547	ED464801
RC023548	ED464802
RC023549	ED464803

SE - Science, Mathematics, and Environmental Education

SE065140	ED464804
SE065394	ED464805
SE065587	ED464806
SE065730	ED464807
SE065962	ED464808
SE066012	ED464809
SE066042	ED464810//
SE066043	ED464811
SE066056	ED464812
SE066059	ED464813
SE066060	ED464814
SE066083	ED464815
SE066084	ED464816
SE066086	ED464817
SE066088	ED464818
SE066092	ED464819
SE066093	ED464820
SE066100	ED464821
SE066101	ED464822
SE066102	ED464823//
SE066103	ED464824//
SE066106	ED464825
SE066108	ED464826
SE066110	ED464827
SE066112	ED464828
SE066113	ED464829
SE066114	ED464830
SE066115	ED464831
SE066117	ED464832
SE066119	ED464833
SE066120	ED464834
SE066121	ED464835
SE066122	ED464836
SE066123	ED464837
SE066125	ED464838
SE066126	ED464839
SE066130	ED464840
SE066133	ED464841
SE066134	ED464842

SO - Social Studies/Social Science Education

SO032540	ED464843
SO033306	ED464844
SO033664	ED464845
SO033665	ED464846
SO033709	ED464847
SO033710	ED464848
SO033722	ED464849
SO033723	ED464850
SO033724	ED464851
SO033725	ED464852
SO033726	ED464853
SO033736	ED464854
SO033743	ED464855
SO033747	ED464856
SO033796	ED464857
SO033797	ED464858

S0033798	ED464859
S0033799	ED464860
S0033801	ED464861
S0033802	ED464862
S0033805	ED464863
S0033806	ED464864
S0033807	ED464865
S0033808	ED464866
S0033809	ED464867
S0033810	ED464868
S0033811	ED464869
S0033813	ED464870
S0033815	ED464871
S0033816	ED464872//
S0033817	ED464873
S0033818	ED464874
S0033822	ED464875
S0033830	ED464876
S0033831	ED464877
S0033832	ED464878
S0033835	ED464879
S0033836	ED464880
S0033838	ED464881//
S0033839	ED464882
S0033840	ED464883
S0033842	ED464884//
S0033843	ED464885//
S0033845	ED464886
S0033846	ED464887
S0033847	ED464888
S0033849	ED464889
S0033851	ED464890
S0033857	ED464891
S0033858	ED464892
S0033859	ED464893

SP - Teaching and Teaching Education

SP040675	ED464894
SP040676	ED464895
SP040677	ED464896
SP040689	ED464898//
SP040703	ED464899//
SP040706	ED464900
SP040707	ED464901
SP040709	ED464902
SP040710	ED464903
SP040714	ED464904
SP040716	ED464905
SP040721	ED464906//
SP040722	ED464907
SP040723	ED464908
SP040724	ED464909
SP040726	ED464910
SP040727	ED464897
SP040728	ED464911//
SP040729	ED464912//

TM - Assessment and Evaluation

TM033842	ED464914
TM033845	ED464915
TM033846	ED464916
TM033847	ED464917

TM033848	ED464918
TM033849	ED464919
TM033850	ED464920
TM033851	ED464921
TM033852	ED464922
TM033853	ED464923
TM033855	ED464925
TM033856	ED464926
TM033857	ED464927
TM033858	ED464928
TM033859	ED464929
TM033860	ED464930
TM033861	ED464931
TM033862	ED464932
TM033864	ED464933
TM033865	ED464934
TM033866	ED464935
TM033867	ED464936
TM033868	ED464937
TM033869	ED464938
TM033870	ED464939
TM033871	ED464940
TM033872	ED464941
TM033873	ED464942
TM033874	ED464943
TM033875	ED464944
TM033876	ED464945
TM033877	ED464946
TM033878	ED464947
TM033879	ED464948
TM033880	ED464949
TM033881	ED464950
TM033882	ED464951
TM033883	ED464952
TM033884	ED464953
TM033885	ED464954
TM033886	ED464955
TM033887	ED464956
TM033888	ED464957
TM033889	ED464958
TM033890	ED464959
TM033891	ED464960
TM033892	ED464961
TM033893	ED464962
TM033894	ED464963
TM033895	ED464964
TM034156	ED464924
TM034157	ED464913

UD - Urban Education

UD034950	ED464965
UD034966	ED464966
UD034969	ED464967
UD034972	ED464968
UD034978	ED464969
UD034981	ED464970

UD - Urban Education (continue)

UD034984	ED464971
UD034985	ED464972
UD034987	ED464973
UD034996	ED464974
UD034997	ED464975